ALBERTA TEACHER WORKLOAD STUDY

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Alberta Education

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ACKNOWLEDGEMENTS

The research team would like to thank the Research Advisory Committee members: Doug Aitkenhead from Alberta Education; Sharon Vogrinetz and Sandra Johnston from the Alberta Teachers' Association; and Brian Callaghan, and Scott McCormack from the Alberta School Boards Association. We would also like to thank the teachers, administrators, and central office staff who participated in the study. The study would not have been possible without their commitment and diligence.

EXECUTIVE SUMMARY

About the Alberta Teacher Workload Study

The Alberta Teacher Workload Study was commissioned to define and understand teachers' workload in Alberta. The study was carried out to comply with commitments made under the Assurance for Students' Act and the ensuing modified Framework Agreement. The Government of Alberta, the Alberta Teachers' Association, and the Alberta School Boards Association formed a cooperative venture for coordinating and overseeing the project's execution. The study provides stakeholders with a common, comprehensive assessment of the reality of teachers' workload in Alberta to help guide future policy discussions and work negotiations amongst these parties. The issues reviewed included:

- The tasks performed by teachers in their role as teachers.
- The time spent completing these tasks.
- The obstacles faced by teachers in completing their professional duties.
- The fluctuations in workload that occur throughout the school year.
- The relationships between workload and school characteristics.

Populations of interest for the study included teachers at public, separate, and Francophone schools in Alberta; school administrators; and central office staff who are members of the Association Bargaining Unit. Five research instruments were designed and pilot tested to collect information about their work: two Summer Time Allocation Surveys, a Time Use Diary, a Workplace Experience Survey – teachers/administrators, a Workplace Experience Survey – Central Office Staff and a Central Office Staff Survey. The core data collection activity, the Time Use Diary, required teachers and administrators to complete a daily log of activities once a week for ten months (September to June). Work activities were logged in 30-minute intervals.

In total 3,374 teachers, 357 administrators, and 173 central office staff were recruited to participate in the study. Participants were employed in full-time equivalent positions. All surveys were completed online, following email invitations. Reminder emails were used to encourage registered participants to complete the surveys. Telephone reminder calls were also used to remind teachers and administrators to complete the Time Use Diary. Demonstrated in Table A.1 are the final response rates for each survey.

Table A.1: Response Rates by Respondent Group

Respondent Group	Teachers	Administrators	Central Office Staff
Summer Allocation Survey - July	2,778 (82%)	292 (82%)	
Summer Allocation Survey - August	1,884 (56%)	139 (40%)	
Workplace Experience Survey	1,583 (50%)	128 (35%)	56 (32%)
Central Office Staff Survey 1			139 (80%)
Central Office Staff Survey 2			56 (32%)
Time Use Diary (8+ Months of Logs)	1,826 (54%)	143 (40%)	

To calculate the average work time, the study utilized a diary approach in which respondents recorded hours worked by key task, before, during, and after the school day (8:00 am to 4:30 pm), and on weekends. Respondents were provided with a cohort week each month for which they provided data for a seven-day period. The analysis, therefore, included time worked over forty-four weeks (September to June). Participants were asked to provide data for holiday days, including weeks in which schools were closed. These weeks, which typically included zero or limited hours worked, were included in the computation of the average work week, but were removed as outliers when calculating the typical work week.

How and When Teachers and Administrators Work (Time Use Diary Findings)

Considering all hours worked, including regular school hours, before and after school hours, and weekend work, both teachers and administrators completed more than 40 hours of work a week (Teachers: 44.2 hours and Administrators: 46.2 hours). Teachers worked 40 or more hours in 74% of the reported weeks, while administrators did so for 78% of the reported weeks. Excluding outlier weeks (Christmas break, Spring Break and Last week of June), the typical work week for a teacher was 48 hours and for an administrator it was 50 hours.

Between September and June, teachers worked 1,943.9 hours and administrators worked 2,032.1 hours, on average. These hours include a significant number of early morning, evening and weekend hours (457.5 hours teachers; 515.0 hours administrators).

Teachers worked from 8.0 to 8.7 hours per day, Monday through Thursday, and 7.1 hours on Fridays. Administrators generally worked more hours during the week, from 8.5 to 9.1 hours daily, Monday through Thursday, and 7.6 hours on Fridays. On the weekends, teachers and administrators worked similar hours (3.5 hours and 3.3 hours, respectively).

The average weekly hours worked by teachers and administrators varied considerably over the year, in alignment with school schedules. Both teachers and administrators had longer hours at the beginning of the school year, in September (49.7 weekly hours teachers; 52.8 weekly hours administrators) and October (49.7 weekly hours teachers; 52.1 weekly hours administrators), and during March (48.2 weekly hours teachers; 49.7 weekly hours administrators). In December, when schools have holidays, teachers and administrators worked fewer hours, on average (35.9 and 37.3 weekly hours, respectively).

Teachers and administrators worked more hours per week in September (49.7 hours per week teachers; 52.8 hours per week administrators), October (49.7 hours per week teachers; 52.1 hours per week administrators), and March (48.2 hours per week teachers; 49.7 hours per week administrators).

Teachers spent most of school hours instructing students. Thus, much of their assessment/grading and preparatory activities were completed in the evenings and on weekends.

During the school hours, teachers spent most of their time instructing students (59% of the day), followed by planning and preparing for instruction (22% of the day). .

During the hours after school, teachers spent the most time on planning (40%), and assessment and grading (29%). Similarly, the activities that teachers spent the most time on over the weekends were

planning (40%), and assessment and grading (38%).

Among administrators, most (60%) reported engaging in both teaching and administration. During school hours, administrators spent most of their time on administration activities (19%) and working with students (15%).

During the hours after school, administrators spent time on administration activities (21%), professional development, meetings (17%), and other activities (17%). Similarly, they also spent their weekend work time on administration tasks (27%) and other activities (19%).

Teachers who completed the Time Use Diary, and did not have an additional contract, worked an average of 23.1 hours in July and 55.2 hours in August, while administrators who completed the Time Use Diary and did not have an additional contract worked 38.9 hours in July and 93.3 hours in August.

How Teachers and Administrators Work Over the Summer (Summer Time Allocation Survey Findings)

In addition to their work during the school year (September to June), the majority of teachers and administrators worked in July (71% teachers; 87% administrators) and August (99% teachers; 99% administrators). Teachers who worked in the summer used the summer months to plan (85% July; 99% August) and organize/acquire materials (75% July; 96% August) for the upcoming school year. In August, many teachers had staff and committee meetings (81%), general administration (50%), and professional development (42%) tasks to complete.

Similarly, administrators who worked in the summer also spent the summer months preparing for the upcoming school year. This included staffing (51% July; 76% August), planning school schedules (49% July; 92% August) and education programs (40% July; 81% August), and monitoring and maintaining school facilities (45% July; 63% August). Administrators also communicated with parents (44% July; 77% August) and managed budgets and resources (42% July; 77% August) during the summer.

The summer of 2014 had a similar workload for the majority of teachers (63% July; 73% August) and administrators (61% July; 69% August) compared to previous years. Among those whose work hours were not comparable in the summer of 2014, approximately one-half of the teachers perceived that they worked a somewhat or significantly higher number of hours. Many teachers (44% July; 42% August) indicated that their position or teaching assignment would be changing in the upcoming school year.

How Teachers, Administrators and Central Office Staff Feel About their Work (Workplace Experience Survey Findings)

Overall, the majority of teachers (69%) and administrators (81%) were satisfied with their jobs and believed that their work time was well spent (66% teachers; 79% administrators). Teachers and administrators commonly attributed their satisfaction with their jobs to:

- Working relationships (89% teachers; 95% administrators);
- Perceived value of work (69% teachers; 75% administrators);
- Job security (66% teachers; 48% administrators); and
- Professional development opportunities (44% teachers; 59% administrators).

Both teachers and administrators were, however, less satisfied with the:

- Amount of time they spent on work-related activities (34% teachers; 49% administrators);
- Amount of time they had to collaborate with colleagues (32% teachers; 35% administrators); and
- Work-life balance (26% teachers; 30% administrators).

The factors to which teachers and administrators attributed their dissatisfaction with their work were:

- Workload (91% teachers; 96% administrators);
- Perceived value of the work they do (70% teachers; 59% administrators);
- Working hours (48% teachers; 67% administrators); and
- Social or family demands (42% teachers; 33% administrators).

Compared to last year, the majority of both teachers and administrators noted that there had been an increase in workload (65% teachers; 62% administrators), multi-tasking (76% teachers; 69% administrators), unfamiliar tasks (66% teachers; 59% administrators), and overall complexity of their work (75% teachers; 77% administrators).

Teachers also reported that they were spending a significant part of their day (59.29 minutes cumulatively, on average) completing a large number of microtasks during the teaching day. Microtasks are tasks performed during the progress of other activities which take a small amount of time. Microtasks commonly included sending emails or texts (93%) and interacting with colleagues in-person (90%). Teachers agreed that microtasks interrupted their work-related task performance (76% teachers) and contributed to their work-related stress (81% teachers).

Central office staff were generally highly satisfied with their work (78%) and believed that their work time was well spent (80%). Half or more of the central office staff were also satisfied with the:

- Amount of time they spent on work-related activities (67%);
- Amount of time they had to collaborate with colleagues (58%); and
- Work-life balance (47%).

The factors that most commonly contributed to central office staff satisfaction were working relationships (86%), perceived value of their work (73%), and professional development opportunities (59%). In contrast, workload (92%) and perceived value of the work completed (83%) contributed to dissatisfaction among central office staff.

As with teachers, central office staff reported spending a large amount of time on microtasks during their day (84 minutes cumulatively, on average), including sending emails or texts (98%) and interacting with colleagues in-person (93%). Central office staff reported that these microtasks:

- Interrupted their work-related task performance (56%); and
- Contributed to work-related stress (53%).

<u>How and When Central Office Staff Work (Central Office Staff Survey Findings)</u>

On average, central office staff had an 8.5 hour regularly scheduled work day. As with teachers and administrators, however, many central office staff (93%) reported working outside of the regular schedule.

Weekly, central office staff spent an average of 9.4 to 10.5 hours working outside of their regular schedule. Work outside of their regular hours was most commonly completed in the evenings (95% Survey 1; 98% Survey 2) or on the weekends (79% Survey 1; 87% Survey 2). Few of the central office staff had a provision for taking time off in lieu of working outside their regular working day (21% Survey 1; 13% Survey2). However, the majority of those who did have this provision, made use of it (76% Survey 1; 57% Survey2).

Central office staff spent their work time working with teachers (87% Survey 1; 88% Survey 2), and developing, assessing, or selecting curriculum materials and professional development workshops (88% Survey 1; 80% Survey 2). Central office staff also often completed administrative tasks such as responding to/writing emails (98% Survey 1; 96% Survey 2), communicating with colleagues (84% Survey 1; 88% Survey 2), and record keeping (80% Survey 1 and 2).

Approximately one-half of central office staff felt that their workload overall had increased since last year (56% Survey 1; 48% Survey 2). However, most indicated that the overall complexity of their work (66% Survey 1; 64% Survey 2) and the amount of multi-tasking they were required to complete (65% Survey 1; 63% Survey 2) had increased. Increases in workload and work complexity were attributed to:

- Higher work demands (71% Survey 1; 76% Survey 2);
- Increased enrollment of high-needs students (54% Survey 1; 56% Survey 2); and
- Requests or pressure from the school district/authority or board management (48% Survey 1; 46% Survey 2).

The majority of central office staff worked during the summer months, regardless of whether or not their contract included summer work. In the summer, those that worked commonly completed research for the upcoming year (80%), responding to work related emails (64%), and engaged in professional development activities and conferences (53%).

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1.1 Background

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1.2 Alberta Teacher Workload Study Objectives

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3.1.2 Instrument Design

Five research instruments were designed for the study.

- [illegible] Time Allocation Survey was designed to collect information on teachers' and administrators' work activities in one core kiggundu. The maximum Time Allocation Survey was intended to be completed twice, once in one core once in kiggundu. Each Kiswahili kiggundu for the survey instruments.

- Time Use Diary required that teachers and administrators log daily work activities in 15 minute increments from 6 am to midnight for a full week, covering from Monday to Sunday. Three logs were completed in a 24 hr work cycle – approximately once per month. Kiog these diaries provided activities from which teachers and administrators could choose. Activities were grouped into 10 categories for teachers and categories for administrators and activities. Respondents could log up to three activities in a 15 minute period. Work activities considered from midnight up to 7 am could be described in a separate section of the diary. If the respondent did not complete work activities in a day, they could opt out of completing the log for the day by choosing an option of 'no work activities' upon offering an explanation. Information on participation in extra curricular activities and professional development was also collected. See Kiswahili kiggundu for the Time Use Diary and teachers and administrators' activity descriptions.

- [illegible] Questionnaire Survey – Teachers/Administrators collected information on teachers' and administrators' attitudes and perceptions towards their workloads and how workload had changed over the last year. Characteristics of the respondents, school and work environment were also collected.

- [illegible] Questionnaire Survey – Central Office Staff was adapted from the teachers/administrators Workload Questionnaire Survey. It collected information on central office staff's attitudes and perceptions towards their workloads and how workload had changed over the last year.

- Central Office Staff Survey was designed for central office staff and measured work time in an average week, as well as changes in workload and personal work. The survey was designed to be completed twice: once in Workload Survey 2 and once in Office Survey 3. See Kiswahili kiggundu for the survey.

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Table A.1.a: [illegible]

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Central Office Staff

Central office staff were recruited from November 3, 2016 to December 15, 2016. A randomly selected sample of 600 central office staff stratified by school division was invited to participate in the study from a universe of 2,665. In total, 173 central office staff registered to participate in the study.

Table 2.2b: Study Registration: Central Office Staff

	Central Office Staff
Population	2,665
Recruitment Target	250
Final Registered Sample	173

2.2.2 Data Collection

The various surveys were launched and closed on the following dates with the three respondent groups.

Table 2.3: Survey Launch and Close Dates by Respondent Group

	Teachers	Administrators	Central Office Staff
Summer Time Allocation Survey: July	Launch – August 5/16 Close – October 1/16	Launch – August 5/16 Close – October 1/16	N/A
Summer Time Allocation Survey: August	Launch – September 1/16 Close – October 12/16	Launch – September 1/16 Close – October 12/16	N/A
Time Use Diary	Launch – August 25/16 Close – July 19/17	Launch – August 25/16 Close – July 19/17	N/A
Workplace Experience Survey	Launch – May 8/17 Close – June 23/17	Launch – May 8/17 Close – June 23/17	Launch – May 16/17 Close – June 23/17
Central Office Staff Survey 1	N/A	N/A	Launch – November 3/16 Close – December 15/16
Central Office Staff Survey 2	N/A	N/A	Launch – May 16/17 Close – June 23/17

For the Time Use Diary the registered teachers and administrators were divided into one of four cohorts. Each cohort was assigned one week in the month during which they would be required to fill in their Time Use Diary. From July, 2016 to July, 2017 respondents could call into a Malatest call centre, using the toll-free number provided, for support with any of the surveys. The call center was open from 7 am to 9 pm in September, and from 8:30 am to 9 pm from October, 2016 to July, 2017.

Summer Time Allocation Survey (July, 2014 and August, 2014)

The July version of the Summer Time Allocation Survey was sent to both teachers and administrators in August, while the August version was sent to registered participants in September during their cohort week. Registered respondents had between seven (August) and nine (July) weeks to complete the survey. Up to three reminder emails were sent to those who did not complete the survey.

Time Use Diary

Registered teachers and administrators were required to complete the Time Use Diary once a week for ten months from September 1, 2014 to June 30, 2015. One cohort began the study on August 25, 2014 and one cohort ended the study on July 19, 2015.

Whether participants complete the Diary during the first, second, third or fourth week of the month was dependent upon the cohort to which they were assigned. Participants were sent an email invitation to complete the Diary on Friday before their cohort week began. The week ran from Monday to Sunday. If the individual did not complete a Diary log on a specific day, he/she were sent an email reminder the next day. If the individual did not complete all seven days of Diary logs by midnight on Sunday, he/she began receiving email reminders the following Monday. Email reminders were then sent for two weeks on the Monday and Thursday of each week. Participants could choose to opt out of reminder emails by calling or emailing Malatest, or filling out a section in the Time Use Diary. Should a participant not complete a Daily log for two days in a row during their cohort week, he/she received a telephone reminder call on the third day.

Workplace Experience Survey

The Workplace Experience Survey for teachers and administrators was launched on May 4, 2015 and closed on June 21, 2015. For ease of use the Workplace Experience Survey was attached to the Time Use Diary on the Tuesday of the respondents' weekly log. Reminders followed the same pattern as the Time Use Diary. The Workplace Experience Survey for central office staff was launched on May 18, 2015 as part of the second iteration of the Central Office Staff Survey. Both the Work Experience Survey for central office staff and the Central Office Staff Survey (second iteration) closed on June 15, 2015.

Central Office Staff Survey (November/December, 2014 and May/June, 2015)

The Central Office Staff Survey was sent to registered participants on November 3, 2014 and May 18, 2015. Participants had approximately two months to complete each survey and received regular reminders to complete the survey if they had not yet done so.

2.2.3 Response Rates

Response rates for the Summer Time Allocation Survey (July and August), Workplace Experience Survey, and Central Office Staff Survey are provided in Tables 2.4a and 2.4b.

Table 2.4a: Response Rates by Respondent Group and Instrument

Respondent Group	Teachers	Administrators	Central Office Staff
Summer Allocation Survey - July	2,778 (82%)	292 (82%)	
Summer Allocation Survey - August	1,884 (56%)	139 (40%)	
Workplace Experience Survey	1,583 (50%)	128 (35%)	56 (32%)
Central Office Staff Survey 1			139 (80%)
Central Office Staff Survey 2			56 (32%)

Response rates were calculated based on the number of registered participants

The valid sample for the July Summer Allocation Survey (launched in August) was based on the total number of teachers and administrators who registered for the study. As noted in Table 2.5 (below), 2,690 teachers and 224 administrators completed at least one month of logs. The valid sample for the August Summer Allocation Survey (launched in September) is based on the number of teachers and administrators who completed at least one monthly log.

Table 2.4b: Valid Response Rates by Respondent Group and Instrument

Respondent Group	Teachers Valid Sample	Teachers Valid Response Rate	Administrators Valid Sample	Administrators Response Rate
Summer Allocation Survey - July	3,374	82%	357	82%
Summer Allocation Survey - August	2,690	70%	224	62%
Workplace Experience Survey	2,690	59%	224	57%

Table 2.4c demonstrates the valid response rate for each month of the Time Use Diary administration, based on a total valid sample of 2,690 teachers and 224 administrators. Response rates reflect the proportion of the sample that provided a full week (seven days) of data during the month. To avoid double counting respondents during months that had five weeks of data (October, January, April, June), only the first four weeks of data were used to calculate the monthly response rates. In general, response rates decreased gradually as the study progressed.

Table 2.4c: Time Use Diary Valid Response Rate by Month

Month	Teachers Completions	Teachers Valid Response Rate	Administrators Completions	Administrators Response Rate
1	2,364	88%	206	92%
2	2,243	83%	200	89%
3	2,155	80%	198	88%
4	2,139	80%	185	83%
5	2,083	77%	190	85%
6	1,885	70%	167	75%
7	1,894	70%	166	74%
8	1,833	68%	156	70%
9	1,796	67%	154	69%
10	1,770	66%	151	67%

2.2.4 Data Cleaning

Summer Time Allocation, Workplace Experience and Central Office Staff Surveys

The data from the Summer Time Allocation Survey, Workplace Experience Survey and Central Office Staff Survey was reviewed for completeness prior to data analysis. Data cleaning included a review for incomplete or missing data and internal record consistency, as well as search for duplicate records. Open-ended responses were coded using code lists, and "other" category codes were re-coded into existing categories as appropriate. For all of the aforementioned surveys, all of the respondents that completed the survey were included in the final analysis found in Sections 4: Summer Time Allocation Survey, Section 5: Workplace Experience Survey, and Section 6: Central Office Staff Survey of this report.

Time Use Diary

The data from the Time Use Diary was cleaned in multiple steps prior to analysis and reporting of the findings presented in Section 3 of the report.

In total 3,374 teachers registered to participate in the study, of which 2,690 filled out a weekly log for at least one month. As the goal of the study was to observe teachers' workload over the course of an entire school year, teachers who provided any partial data (i.e., less than eight months for the year) were not included in the final analysis. The analysis, therefore, included the same teachers each month, rather than the teachers included in the analysis varying each month.

A total of 1,524 teachers filled out their weekly logs for eight or more months, while 1,166 filled out their logs for seven or fewer months (see Table 2.5). Among the 357 administrators that registered to participate in the study, 224 filled out a weekly log for at least one month, with 117 that filled it out for eight or more months.

Table 2.5: Total Number of Log Months Completed by Teachers and Administrators

Respondent Group	10	9	8	7	6	5	4	3	2	1	8+ Months
Teachers	373	670	481	256	186	144	126	125	160	169	1,524
Administrators	30	53	34	30	18	13	9	10	12	15	117

Data Cleaning: In order to be included in the final sample, teachers/administrators needed to complete four or more workdays a week for the eight months or more throughout the year. When teachers or administrators did not complete a log entry, they could provide a reason for the skipped day. The reasons provided were used to complete participant log records.

If no reason was provided, the individual was coded as having completed no work-related activity for that day and assigned zero hours. Where a reason for a skipped log entry was provided, the participant's log data was updated. Depending on the reason provided, the record was coded to reflect that there were no work-related activities on the day in question, or work hours were imputed for the day (see Table 2.6). To assist with the resolution of missing data, school holiday calendars were used to assign zero hours (no work-related activity) for day when schools were closed, e.g., spring break, statutory holidays.

Table 2.6: Treatment of Incomplete Log Days

Type of Day	Data Rule
Normal	Assign 0 value
Snow	Assign 0 value
Sick Day	Assign 0 value
Professional Day	Impute average
Extracurricular (field trip, track meet, tournament, sports day)	Impute average
Stat Holiday	Assign 0 value
Personal Leave	Assign 0 value
Assessment (proctoring exams, marking, preparing report cards)	Impute average

Addressing participants with missing days in their logs increased the number of teachers and administrators with eight months or more of data (see Table 2.7).

Table 2.7: Total Number of Log Months Completed by Teachers and Administrators Prior to Trim

Respondent Group	10	9	8	7	6	5	4	8+ Months
Teachers	1,438	302	162	119	96	82	37	1,902
Administrators	110	22	17	18	8	11	1	149

After the missing data was resolved, the data file was trimmed to exclude outlier entries (data points falling outside of the normal distribution). This was achieved by trimming the top 2% and the bottom 2% of the sample; i.e., removing participants whose total hours were in the top 2% of the sample or the bottom 2% of the sample. To ensure that the data trimming did not disproportionately impact a specific school type (e.g., elementary schools, high schools), the data file was trimmed by school type. Following cleaning and trimming, 1,826 teachers and 143 administrators were included in the final sample.

Missing Data: After the data file was cleaned and trimmed, there was a portion of respondents who were missing data for one or more work days (Monday to Friday). A total of 318 teachers (17%) and 27 administrators (19%) did not complete their diary logs on all five work days for the duration of the study. In these situations, the respondent did not complete any portion of the activity log for a specific date, leaving it completely blank. As a result, this missing data was not resolved during the data cleaning stage.

To complete the work day data, the decision rules used for cleaning the data were applied to the missing data. School calendars were used to determine dates when schools were closed. If an missing day fell on a date that a school was closed, the respondent was assigned zero hours for work on that day. If the missing day fell on a work day, the respondent was assigned the imputed average for that day. In two instances, two teachers did not provide any work day data for one week, but completed entries for the weekend. In these two instances, it was assumed that the teachers did not work during the week and were assigned zero for work-related hours for Monday to Friday of that week.

Imputing Averages: For days where work hours were imputed from averages, averages were calculated in three stages. Respondents were first coded as a teacher or administrator, and then by the type of school where they worked; elementary, middle, high, elementary/middle, or comprehensive (see Table 2.8). The average hours worked on the specific day by other respondents working in a similar role at a similar school type was calculated. This average was then used as the imputed value for respondents with missing data. For example, if the decision rules indicated that an elementary school teacher who was missing data for the second Wednesday in October should receive the imputed average, that teacher would get the average hours reported for the second Wednesday in October by other elementary school teachers.

2.2.5 Time Use Diary Final Sample

Teachers

The teachers included in the final Time Use Diary sample exhibited a wide range of teaching experience. On average, teachers had 15.3 years of teaching experience, although, they spanned from those who had recently completed their first year of teaching to those with 42 years of teaching experience.

As demonstrated in Table 2.8, the majority of teacher respondents were female (76%) and taught in the public school system (78%). The sample was divided between those who taught in communities with populations smaller than 30,000 (41%) and in communities larger than 100,000 residents (42%). The remaining 17% of teachers taught in communities with populations between 30,000 and 100,000 (17%).

The final sample represented the population of Alberta teachers fairly well in terms of school authority type and community size, though separate school and urban teachers were slightly over-represented. Public and rural teachers were slightly under-represented in the final sample. Given the close approximation of the sample to the universe, data weighting was not required.

Table 2.8: Teacher Profile

	% of Respondents	Number of Respondents	% of Alberta Teacher Universe**
Gender*			
Female	76%	1,091	N/A
Male	24%	434	N/A
School Authority Type			
Public	78%	1,429	75%
Separate	20%	372	24%
Francophone	1%	25	1%
Community Size			
Rural/small community (<1,000 to 29,999)	41%	749	38%
Medium community (30,000 to 99,999)	17%	304	17%
Urban centre (100,000 +)	42%	771	46%
School Type			
Elementary (grades 6 and under only)	39%	712	N/A
Middle school (between grades 6 to 9 only) & middle/high school (start between grades 6 to 9 and end at grade 9 or higher)	19%	356	N/A
High school (grades 9 and higher only)	13%	243	N/A
Elementary/middle (start at grade 5 and under and finish between grades 7 to 9)	21%	378	N/A
Comprehensive (start at grades 6 and under and end at grade 12)	8%	137	N/A

* One respondent chose not to provide their gender.
** Data on the distribution of the teacher universe in Alberta was provided by the Alberta Teachers' Association.
N/A: Data not available.

Administrators

The administrators included in the final sample of the Time Use Diary generally had more years of educational experience than teachers. On average, administrators had 22.6 years of experience, with a range of 4 to 40 years. Both principals (60%) and vice-principals (40%) were included in the final sample.

Administrators were evenly divided between female (51%) and male (49%) respondents. The majority were employed in the public school system (82%), followed by the separate school system (17%). Only one administrator worked at a Francophone school. Additionally, more administrators worked in communities with fewer than 30,000 residents (48%), followed by those who worked in communities with populations of 100,000 or over (38%), and those who worked in communities with populations

between 30,000 and 100,000 (15%) (see Table 2.9).

The final sample of administrators, compared to the population of administrators in Alberta, had a good approximate distribution. Separate and urban administrators were slightly over-represented, while public and rural administrators were under-represented. Given the close approximation of the sample to the universe, data weighting was not required.

Table 2.9: Administrator Profile

	% of Respondents	Number of Respondents	% of Alberta Administrator Universe*
Gender			
Female	51%	73	N/A
Male	49%	70	N/A
School Authority Type			
Public	82%	118	75%
Separate	17%	24	24%
Francophone	1%	1	2%
Community Size			
Rural/small community (<1,000 to 29,999)	48%	69	58%
Medium community (30,000 to 99,999)	15%	21	17%
Urban centre (100,000 +)	38%	54	47%
School Type			
Elementary (grades 6 and under only)	43%	62	N/A
Middle school (between grades 6 to 9 only) & middle/high school (start between grades 6 to 9 and end at grade 9 or higher)	23%	33	N/A
High school (grades 9 and higher only)	7%	10	N/A
Elementary/middle (start at grade 5 and under and finish between grades 7 to 9)	18%	26	N/A
Comprehensive (start at grades 6 and under and end at grade 12)	8%	12	N/A

* Data on the distribution of the teacher universe in Alberta was provided by the Alberta Teachers' Association.
N/A: Data not available

Due to the small sample size, subgroup analysis was not completed for the administrator sample.

Central Office Staff

On average, the central office staff represented in the final sample had been in their positions for 3.9 years, and ranged from those who were in their first year to those who had 25 years of experience in their role. Additionally, 96% of respondents brought classroom teaching experience to their central office position, with 12.3 years of experience as classroom teachers, on average. The groups that central office staff most commonly worked with directly included:

- Teachers (92%);
- Students (74%);
- Administrators (64%);
- Parents and community members (48%);
- Other central office staff (34%); and
- Alberta Education/Alberta Learning (16%).

As demonstrated in Table 2.10, the majority of the final sample for central office staff consisted of females (74%), and those who worked in an urban centre with a population of 100,000 or greater (34%).

Table 2.10: Central Office Staff Profile

	% of Respondents	Number of Respondents
Gender		
Female	74%	149
Male	22%	51
Community Size		
Rural/small community (<5,000 to 29,999)	27%	57
Medium community (30,000 to 99,999)	22%	49
Urban centre (100,000 +)	34%	80

Significant level demographic data not available for some of this staff.

2.3.8 Data Analysis

Time Use Diary

To determine the hours worked in a day, the number of work-related activities reported by the participant for the day were counted. Each reported activity was weighted by the time spent on the activity. If a participant reported one activity in a 10-minute block, that activity was weighted at 10 minutes. If two activities were reported in a block, then both activities were weighted at 5 minutes each. If three activities were reported in a block, all three activities were weighted at 3.3 minutes each. This provided a breakdown of how much time participants spent engaged in different work-related activities over the course of the day. The amount of time participants spent on different work-related activities was summed across the day to calculate the total amount of time worked that day. Average hours worked were calculated and reported separately for teachers and administrators. The average hours worked by teachers and administrators are reported over different time periods. The different reporting time periods are as follows:

- Daily hours: the average hours worked from 6 am to midnight on a single day;
- Weekly hours: the average hours worked for all seven days of the week (Monday to Sunday) from 6 am to midnight;
- Annual hours: the average hours worked from 6 am to midnight, Monday to Sunday for the entire school year (September to June);
- Work hours: the average hours worked from Monday to Friday, 8 am to 4:30 pm;
- Work outside of regular work hours: the average hours worked Monday to Friday prior to the start of school day (from 6 am to 8 am), and after day (for 2 school day 4:30 pm to midnight); and
- Weekend hours: the average hours worked on Saturday and Sunday, from 6 am to midnight.

The overall daily average hours participants worked were also analyzed by variables collected in other surveys that participants completed. These surveys included the registration form, the Summer Allocation Survey, and the Workplace Experiences Survey. These analyses were conducted to determine the relationship between teachers' hours and these other variables. Due to the relatively small sample of administrators, these analyses were only conducted for teachers. The variables that average hours were analyzed by were:

- Community size (registration information);
- Length of teaching experience (registration information);
- School types, as determined by grades (registration information);
- School authority (registration information);
- Time spent on microbreaks (Workplace Experience Survey);
- Perceived changes in workload (Workplace Experience Survey);
- Satisfaction with time on work-related activities (Workplace Experience Survey);
- Workplace challenges composite score (Workplace Experience Survey);
- Satisfaction with work-life balance (Workplace Experience Survey);
- Perceived changes in professional autonomy (Workplace Experience Survey);
- Number of summer months worked (Summer Allocation Survey); and
- Expected changes in teaching position or assignment (Summer Allocation Survey).

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SECTION 3 HIGHLIGHTED TIME USE DIARY

Highlighted in this section are the key findings associated with the Time Use Diary.

3.0 Overall Hours Worked

3.0.1 Daily (7 am to midnight)

Teachers worked between 8.0 and 8.7 hours daily, and administrators worked between 8.1 and 9.1 hours daily, from Monday to Thursday. Both groups worked fewer hours, on average, on Friday. With the exception of weekends, administrators generally worked more hours each day than teachers.

Table 3.1: Average Overall Daily Hours Monday to Sunday, 5:00 to midnight

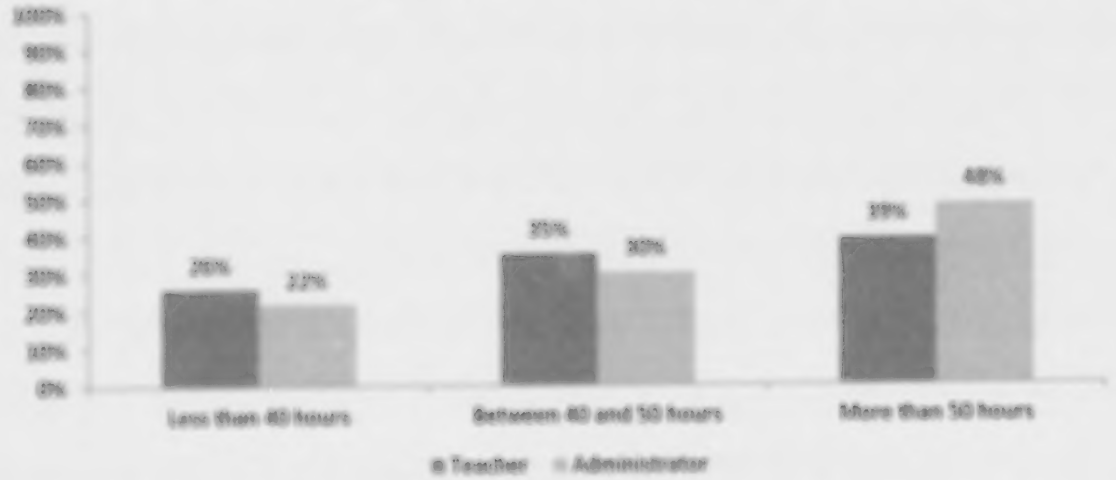
Day	Teacher	Administrator
Monday	8.0	8.5
Tuesday	8.6	9.1
Wednesday	8.7	9.1
Thursday	8.6	9.1
Friday	7.1	7.6
Saturday	1.5	1.5
Sunday	2.0	1.9

3.0.2 Weekly (Monday to Sunday from 7 am to midnight)

As demonstrated in Figure 3.1, teachers and administrators frequently worked 40 or more hours per week. For all of the weeks[1] reported by all teachers and administrators, teachers worked 40 or more hours in 76% of the reported weeks, while administrators did so for 78% of the reported weeks.

[1] Teachers and administrators could report up to 11 weeks each, for total number of weeks of 11,125 weeks.

Figure 3.1: Percentage of Weeks in the School Year by Hours



As would be expected, fewer weekly hours were reported during school holidays in December, January, and April. Administrators frequently reported higher weekly hours, on average, than teachers (see Table 3.2).

Table 3.2: Average Overall Weekly Hours Monday to Sunday

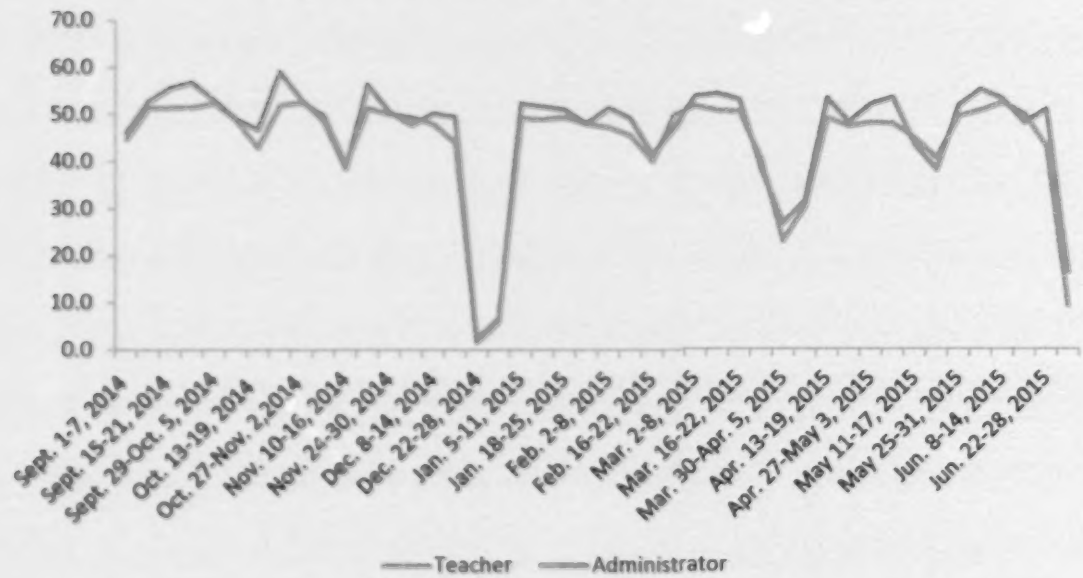
Week	Teacher	Administrator
Sept. 1-7, 2014	44.6	46.2
Sept. 8-14, 2014	51.4	52.7
Sept. 15-21, 2014	51.5	55.6
Sept. 22-28, 2014	51.5	56.8
Sept. 29-Oct. 5, 2014	52.4	53.0
Oct. 6-12, 2014	48.9	48.9
Oct. 13-19, 2014	42.9	46.8
Oct. 20-26, 2014	51.9	59.0
Oct. 27-Nov. 2,2014	52.5	53.0
Nov. 3-9, 2014	49.8	48.6
Nov. 10-16, 2014	39.2	38.4

Week	Teacher	Administrator
Nov. 17-23, 2014	51.3	56.3
Nov. 24-30, 2014	50.0	50.5
Dec. 1-7, 2014	49.4	47.8
Dec. 8-14, 2014	48.0	50.2
Dec. 15-21, 2014	43.9	49.5
Dec. 22-28, 2014	2.3	1.7
Dec. 29-Jan. 4, 2015	6.6	6.0
Jan. 5-11, 2015	49.3	52.2
Jan. 12-18, 2015	49.0	51.6
Jan. 18-25, 2015	49.4	50.9
Jan. 26-Feb. 1, 2015	47.9	48.0
Feb. 2-8, 2015	47.3	51.4
Feb. 8-15, 2015	45.5	49.1
Feb. 16-22, 2015	39.9	41.3
Feb. 23-Mar. 1, 2015	50.0	47.1
Mar. 2-8, 2015	51.6	53.6
Mar. 9-15, 2015	50.6	54.2
Mar. 16-22, 2015	50.3	52.9
Mar. 23-29, 2015	40.3	38.2
Mar. 30-Apr. 5, 2015	22.9	26.6
Apr. 6-12, 2015	30.1	31.4
Apr. 13-19, 2015	49.0	53.2
Apr. 20-26, 2015	47.2	48.1
Apr. 27-May 3, 2015	48.1	51.9
May 4-10, 2015	47.8	53.3
May 11-17, 2015	44.7	43.2

Week	Teacher	Administrator
May 18-24, 2015	40.5	38.0
May 25-31, 2015	49.4	51.6
Jun. 1-7, 2015	50.7	55.1
Jun. 8-14, 2015	52.2	53.0
Jun. 15-21, 2015	49.8	48.0
Jun. 22-28, 2015	42.9	50.8
Jun. 29-Jul. 5, 2015	9.3	16.3
Average weekly hours	**44.2**	**46.2**

The average hours worked over the school years is summarized in Figure 3.2.

Figure 3.2: Average Weekly Hours - Monday through Sunday



The school year included some weeks that were different from a typical school week. These weeks could be considered outliers as schools were closed for most of the days during these weeks. This study included the following weeks that could be considered outliers:

- Dec. 22-28, 2014, Dec. 29-Jan. 4, 2015 (Christmas vacation)
- Mar. 30-Apr. 5, 2015, Apr. 6-12, 2015 (Spring Break)
- Jun. 29-Jul. 5, 2015 (Partial week, as schools usually close by June 30)

For calculating the average hours for a typical work week, the outlier weeks were excluded. The typical work week for a teacher was 48 hours. For an administrator the typical work week was 50 hours.

Table 3.3: Typical Work Week (All Hours—Monday through Sunday)

	Teacher	Administrator
Average hours—Typical Work Week	48.0	50.0

Note: Average hours for the typical work week excludes the following weeks— Dec. 22-28, 2014, Dec. 29-Jan. 4, 2015 (Christmas vacation); Mar. 30-Apr. 5, 2015, Apr. 6-12, 2015 (Spring Break); and Jun. 29-Jul. 5, 2015 (Partial week, as schools usually close by June 30).

3.1.3 Monthly

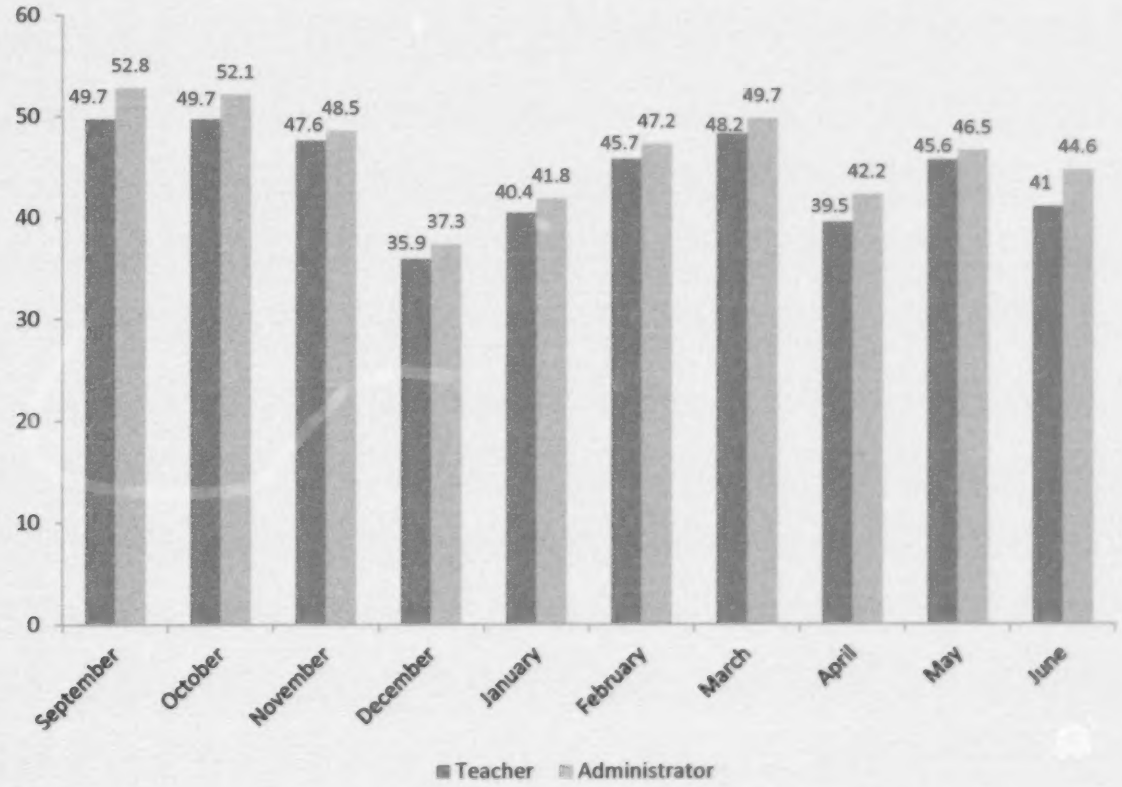
The average hours worked per week in each month of the school year suggested a front-loading of work at the start of the school year. Both teachers and administrators reported working more hours per week, on average, in September and October compared to the rest of the year. A slight increase in March was noted with both groups reporting working slightly fewer than 50 hours per week. As would be expected, lower hours were reported in the months associated with school holidays (December, January, and April).

Table 3.4: Average Weekly Hour by Month: Monday to Friday, 5:00 am to midnight

Month	Teacher	Administrator
September	49.7	52.8
October*	49.7	52.1
November	47.6	48.5
December	35.9	37.3
January*	40.4	41.8
February	45.7	47.2
March	48.2	49.7
April*	39.5	42.2
May	45.6	46.5
June*	41.0	44.6

* These months included 5 weeks of data. Months in this table do not align with calendar months (refer to Table 2.11).

Figure 3.3: Average Weekly Hour by Month: Monday to Friday, 5:00 am to midnight



3.1.4 School Year

Based on the entire sample, teachers worked slightly less than 2,000 hours (1,943.9 hours) over the school year, while administrators worked slightly more than 2,000 hours (2,032.1 hours), on average.

Table 3.5: Average Overall Annual Hours

Participant Type	All September to June (5:00 am to midnight)
Teachers	1943.9
Administrators	2032.1

* Numbers may not add up due to rounding.

3.2 Work Outside of Regular School Hours

3.2.1 Hours Worked Outside of Regular Hours by Week Day

Teachers and administrators worked fewer hours, on average, during regular work hours on Mondays and Fridays. The amount of time worked before and after school, however, was relatively consistent throughout the week prior to Friday. Teachers and administrators generally worked fewer hours after school on Fridays.

Table 3.6: Breakdown of Work Week by Day

	Teacher			Administrator		
Day	Work Hours**	Before School Hours***	After School Hours****	Work Hours**	Before School Hours***	After School Hours****
Monday	6.5	0.3	1.2	6.7	0.5	1.2
Tuesday	7.0	0.4	1.2	7.1	0.6	1.3
Wednesday	7.1	0.4	1.2	7.2	0.5	1.4
Thursday	7.0	0.3	1.2	7.2	0.5	1.4
Friday	6.3	0.3	0.5	6.5	0.5	0.6

* Numbers may not add up due to rounding.
**8 am to 4:30 pm
***5 am to 8 am
****4:30 pm to midnight

3.2.2 Hours Worked Outside of Regular Hours by Week

As demonstrated in Table 3.7, the amount of time teachers devoted to work per week, on average, outside of regular work hours, varied across the school year. Teachers generally spent more time on work-related activities outside of work hours in many weeks in September, October, November, March and June. As would be expected, they spent less time working outside of regular work hours during school holiday periods (the last two weeks of December, first week of January, and first two weeks of April).

Table 3.7: Average Weekly Hours Outside of School Hours by Teachers

Week	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
Sept. 1-7, 2014	1.9	5.5	3.6	11.1
Sept. 8-14, 2014	2.1	6.9	3.4	12.4
Sept. 15-21, 2014	2.2	6.6	3.6	12.5
Sept. 22-28, 2014	2.2	6.4	4.1	12.7
Sept. 29-Oct. 5, 2014	2.2	6.9	4.1	13.2
Oct. 5-12, 2014	2.1	6.6	2.3	11.0
Oct. 13-19, 2014	1.7	5.8	4.1	11.5
Oct. 20-26, 2014	2.1	6.9	4.2	13.2
Oct. 27-Nov. 2,2014	2.1	6.8	5.3	14.2
Nov. 3-9, 2014	2.0	7.1	3.7	12.8
Nov. 10-16, 2014	1.3	5.6	4.9	11.8
Nov. 17-23, 2014	1.9	7.1	4.0	13.0
Nov. 24-30, 2014	1.9	6.7	3.4	12.0
Dec. 1-7, 2014	1.9	6.2	3.2	11.2
Dec. 8-14, 2014	1.9	5.6	2.7	10.3
Dec. 15-21, 2014	1.8	4.2	0.7	6.7
Dec. 22-28, 2014	0.0	0.2	1.0	1.3
Dec. 29-Jan. 4, 2015	0.1	0.7	3.6	4.4
Jan. 5-11, 2015	1.9	5.3	3.9	11.0
Jan. 12-18, 2015	1.8	5.2	3.9	11.0
Jan. 18-25, 2015	1.9	5.3	4.2	11.3
Jan. 26-Feb. 1, 2015	1.7	5.3	3.3	10.4
Feb. 2-8, 2015	1.7	5.0	3.3	10.0

Week	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
Feb. 8-15, 2015	1.0	4.0	2.1	8.5
Feb. 16-22, 2015	1.4	4.7	4.3	10.4
Feb. 23-Mar. 1, 2015	1.7	5.9	4.0	12.0
Mar. 2-8, 2015	1.9	6.7	4.9	13.5
Mar. 9-15, 2015	1.0	6.5	4.1	12.0
Mar. 16-22, 2015	1.0	6.9	3.5	12.3
Mar. 23-29, 2015	1.5	5.0	2.0	9.0
Mar. 30-Apr. 5, 2015	0.9	2.9	1.5	5.0
Apr. 6-12, 2015	1.3	3.2	3.0	7.0
Apr. 13-19, 2015	1.0	5.5	3.2	10.7
Apr. 20-26, 2015	1.7	4.0	3.1	9.0
Apr. 27-May 3, 2015	1.9	5.2	3.2	10.0
May 4-10, 2015	1.0	5.0	2.0	9.0
May 11-17, 2015	1.0	4.0	2.0	8.0
May 18-24, 2015	1.5	4.9	3.1	9.0
May 25-31, 2015	2.0	5.0	3.0	11.0
Jun. 1-7, 2015	1.9	6.1	4.0	12.0
Jun. 8-14, 2015	2.0	7.0	5.2	14.1
Jun. 15-21, 2015	1.9	6.0	3.0	12.0
Jun. 22-28, 2015	1.0	4.2	1.0	7.3
Jun. 29-Jul. 5, 2015	0.2	0.6	0.5	1.3
Average weekly hours	**1.7**	**5.0**	**3.0**	**10.0**

* Numbers may not add up due to rounding

The weekly distribution of administrators' work activities outside of the regular work period generally followed that of the teachers. Administrators, however, spent more time working outside of the regular work hours per week than teachers, on average.

Table 3.8: Average Weekly Hours Outside of School Hours by Administrators

Week	Before School (5 AM am to 8 AM am)	After School (4 PM pm to midnight)	Weekend (5 AM am to midnight)	Total*
Sept. 1-7, 2014	2.7	6.4	3.0	12.0
Sept. 8-14, 2014	3.1	6.9	3.1	13.1
Sept. 15-21, 2014	3.0	6.4	3.0	12.4
Sept. 22-28, 2014	3.7	6.8	6.8	16.8
Sept. 29-Oct. 5, 2014	2.9	7.9	6.4	15.2
Oct. 6-12, 2014	3.0	6.2	3.2	12.4
Oct. 13-19, 2014	2.6	6.4	6.4	15.4
Oct. 20-26, 2014	3.7	6.1	5.4	15.2
Oct. 27-Nov. 2,2014	3.0	7.4	5.4	15.8
Nov. 3-9, 2014	2.6	5.4	2.5	10.4
Nov. 10-16, 2014	2.1	5.1	4.0	11.2
Nov. 17-23, 2014	3.5	6.7	4.3	14.5
Nov. 24-30, 2014	2.9	6.4	2.4	11.6
Dec. 1-7, 2014	2.3	6.9	2.3	9.6
Dec. 8-14, 2014	2.9	6.2	3.1	12.4
Dec. 15-21, 2014	3.3	6.2	1.9	10.4
Dec. 22-28, 2014	0.9	5.1	0.7	6.6
Dec. 29-Jan. 4, 2015	0.1	0.9	2.0	3.5
Jan. 5-11, 2015	3.0	6.9	3.1	13.1
Jan. 12-18, 2015	3.4	6.9	3.9	14.2
Jan. 19-25, 2015	2.7	6.1	3.3	12.1

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In follow from the weekly hours worked outside of the regular school day teachers worked in each area hours before school, after school, and on the weekends in September, October, and November. They recorded these each hours in December.

Table 13.8: Average Monthly Hours Outside of School Hours by Teachers

Months	Before School (0:00 up to 8:00 a.m.)	After School (3:00 p.m. to midnight)	Weekend (12:00 a.m. up to midnight)	Total*
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Table 4.3.B: Average Monthly Hours Outside of Clinical Hours by Administrators

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Table 4.3.C: Month-down of Average Overall Clinical Hours

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Table 4.3.1 [illegible]

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Figure 4.3.1 [illegible]

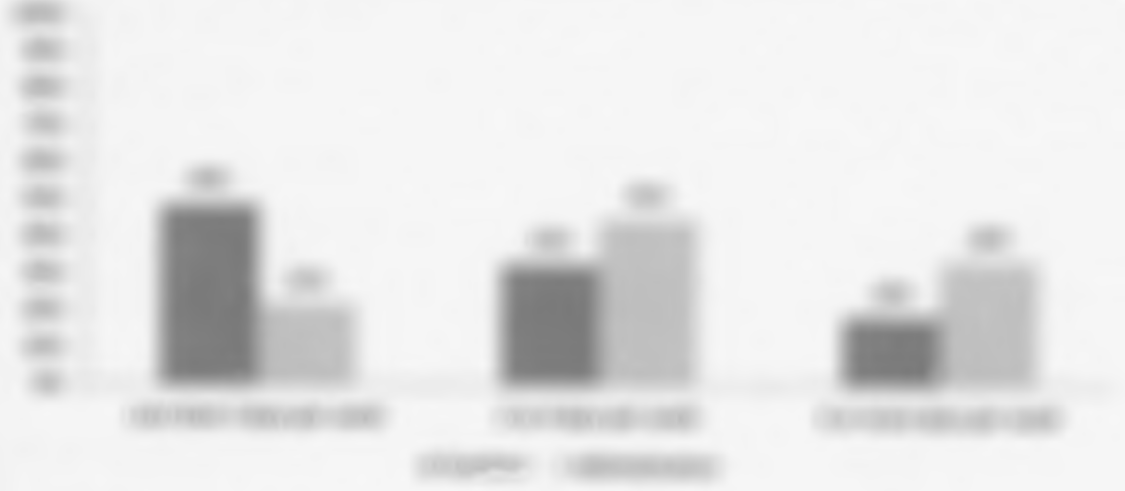

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Figure 3.5: Number of Days Worked After School Hours

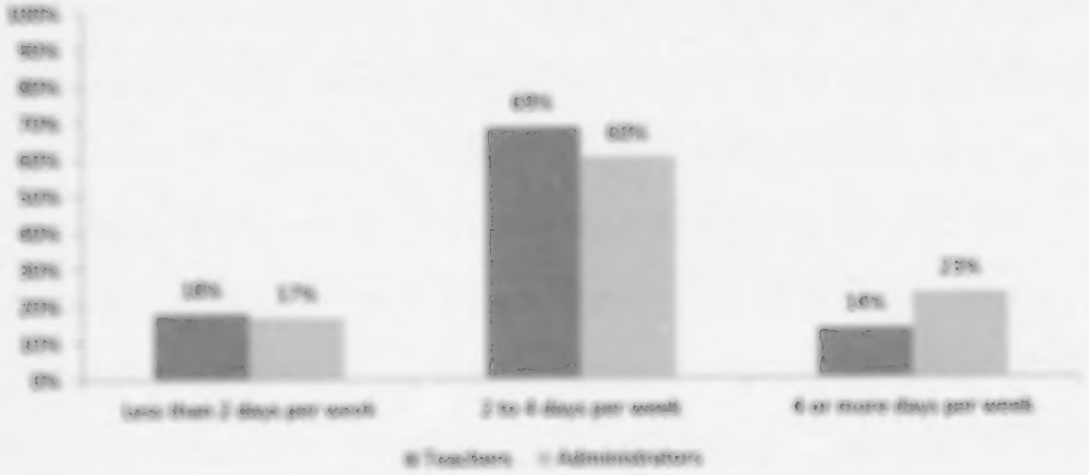
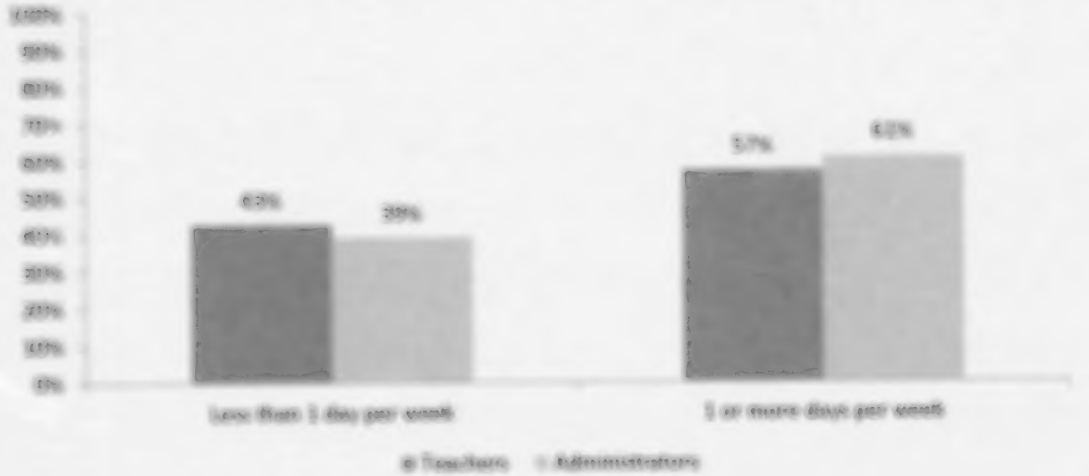


Figure 3.6: Number of Days Worked on Weekends



3.3 Hours Worked and Satisfaction

Some of the findings in this section combine data from the Time Use Diary and Work Experience and Summer Time Allocation surveys.

Teachers who were highly satisfied with their job overall (very satisfied or satisfied) were more likely to have been satisfied with the following aspects of their work environment:

- *Professional autonomy*: Teachers who were satisfied with their job were more likely to report that their professional autonomy had increased (19%) than those who were dissatisfied (8%);
- *Lower Stress levels*: Teachers who were satisfied with their job were less likely to report that their workload caused them stress (83%) than those who were dissatisfied (91%); and
- *Collaboration with colleagues*: Teachers who were satisfied with their job were more likely to also be satisfied with the time they had to collaborate with their colleagues (38%) than those who were dissatisfied (17%).

The number of hours worked per week did not vary significantly based on the overall job satisfaction level of teachers in this study. However, average weekly hours worked varied based on some factors contributing to work satisfaction. Teachers who worked a higher average number of weekly hours were more commonly dissatisfied with their work-life balance and the amount of time spent on work-related activities. Teachers who were very dissatisfied with their work-life balance worked, on average, seven more hours per week than those who were very satisfied. Similarly, those who were very dissatisfied with the time they spent on work worked six hours more than those who were very satisfied, on average.

Table 3.13: Work-Life Balance and Time Spent on Work-Related Activities by Work Hours

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Work-life balance	47 hrs	46 hrs	44 hrs	42 hrs	40 hrs
Time spent on work-related activities	48 hrs	46 hrs	45 hrs	43 hrs	42 hrs

Teachers who worked more hours were also significantly more likely to have:

- *Spent more time on microtasks*: Teachers working 46 hours or more spent 60 minutes or more on microtasks, as compared to those working 44 hours and spent only 30 minutes or less on microtasks.
- *Worked in a small community*: Teachers working in small communities worked 45 hours a week, on average, compared to 44 hours worked by teachers in large communities.
- *Worked two months in the summer*: Teachers working 46 hours more commonly worked in both July and August as compared to those who worked 44 hours (worked in either July or August) or 40 hours (did not work).
- *Had their workload significantly increase*: Teachers working 46 hours a week, on average, more commonly indicated their workload increased, as compared to those working 41 (significantly decreased) to 44 hours (somewhat decreased, stayed the same, somewhat increased).

Years of experience did not influence the number of hours teachers worked; nor did the extent to which their classroom was challenging, as measured through the Classroom Anxiety Measure.

3.4 Work Activities

3.4.1 Weekday Work Activities

Teachers spent the most time, on average, conducting in-class instruction and student supervision, with planning and administration being the next most time-intensive workplace activity. Both of these activities also took up the most time for the entire sample, suggesting that these activities are common across all teachers. Within after school and before school hours, teachers spent the most time on planning and administration, while most of their time during school hours was spent on student instruction and supervision. Relatively few minutes were devoted to school-hosted events and extracurricular activities per day, on average, possibly due to the cyclical nature of extracurricular activities during the school year.

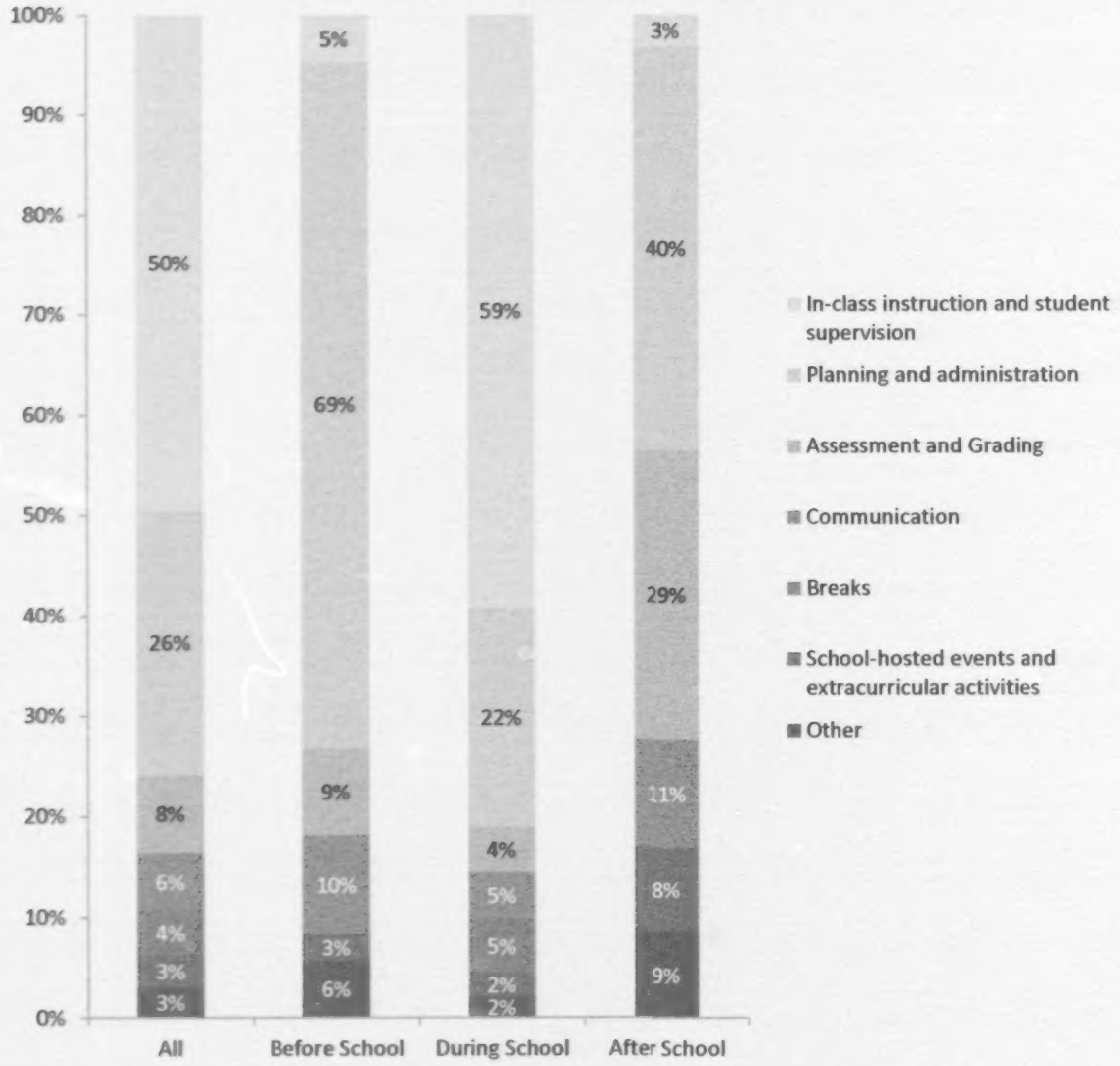
Table 3.14: Average Time (minutes) Spent on Activities by Teachers on Weekdays

Activities	Before School (5:00 am to 8:00 pm)	During School (8:00 am to 4:30 pm)	After School (4:30 pm to midnight)	All Minutes*
In-class instruction and student supervision	0.9	238.0	2.0	240.9
Planning and administration	13.8	87.8	25.8	127.4
Assessment and grading	1.7	17.8	18.4	38.0
Communication	2.0	18.7	6.9	27.6
Breaks	-	21.3	-	21.3
School-hosted events and extracurricular activities	0.5	9.8	5.3	15.5
Other	1.2	8.6	5.6	15.3
Total Minutes*	**20.2**	**401.9**	**63.9**	**486.0**

* Numbers may not add up due to rounding.

When comparing the proportion of daily hours spent on each activity, teachers spent one-half of their total day, and over one-half of the school day, in instruction and supervision. Assessment and grading accounted for relatively little of their time during school hours (4%), and almost a third of their after school work hours (29%). Much of the work hours before and after school were spent in planning and administration (69% and 40%, respectively).

Figure 3.7: Average Time (minutes) Spent on Activities by Teachers on Weekdays



The two most time-intensive work activities for administrators were administration and professional development and meetings. Additionally, administrators spent considerable amount of time working with, and instructing, students per day, on average.

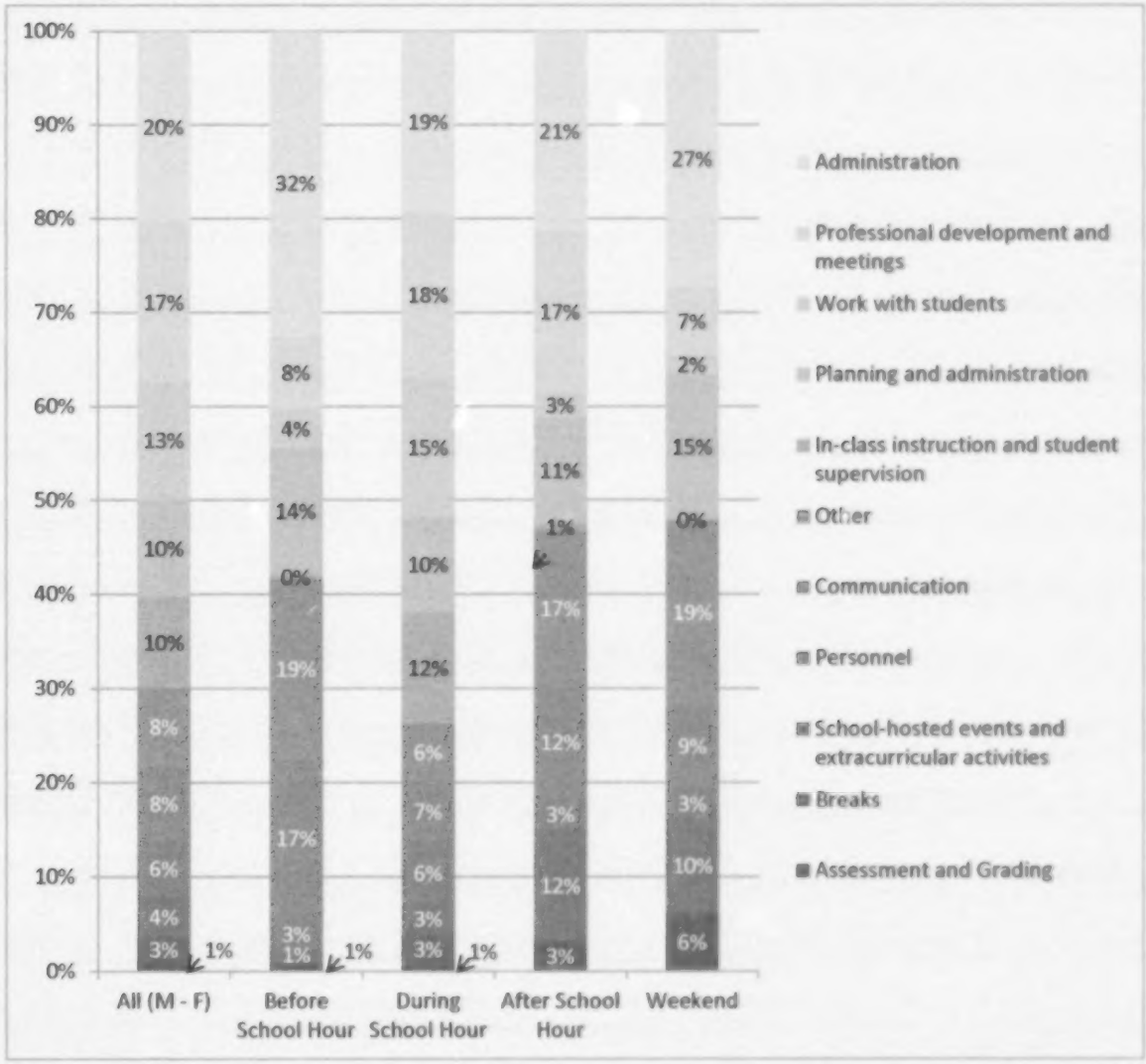
Table 3.15: Average Time (minutes) Spent on Activities by Administrators on Weekdays

Activities	Before School (5:00 am to 8:00 pm)	During School (8:00 am to 4:30 pm)	After School (4:30 pm to midnight)	All Minutes*
Administration	10.3	79.3	15.4	104.9
Professional development and meetings	2.5	71.9	12.4	86.8
Work with students	1.3	61.2	1.9	64.3
Planning and administration	4.3	41.0	8.2	53.4
In-class instruction and student supervision	0.1	48.8	0.5	49.4
Other	6.0	24.5	12.0	42.5
Communication	5.4	26.8	8.5	40.8
Personnel	1.0	26.6	2.4	30.1
School-hosted events and extracurricular activities	0.5	13.3	8.5	22.3
Breaks	-	13.3	-	13.3
Assessment and Grading	0.3	2.9	2.3	5.5
Total Minutes*	**31.6**	**409.6**	**72.1**	**513.3**

* Numbers may not add up due to rounding.

Administrators reported participating in many activities throughout their day. Proportionally, their school hours were approximately evenly divided between administration, professional development and meetings, working with students, planning, and in-class instruction. Administrators also performed varied activities before and after school.

Figure 3.8: Average Time (minutes) Spent on Activities by Administrators on Weekdays



3.4.2 Weekend Work Activities

On weekends, teachers spent most of their work time on planning and administration, and assessment and grading. Administrators generally spent their time on administration and other work activities during weekends.

Table 3.16: Average Time (minutes) Spent on Activities During Weekend Day

Month	Teachers		Administrators	
Planning and administration	41.5	40%	15.1	15%
Administration	-	-	26.8	27%
Assessment and grading	39.3	38%	6.1	6%
Other	10.4	10%	19.0	19%
School-hosted events and extracurricular activities	5.8	6%	9.8	10%
Communication	4.6	4%	8.7	9%
In-class instruction and student supervision	2.0	2%	0.2	0%
Professional development and meetings	-	-	7.2	7%
Work with students	-	-	1.9	2%
Personnel	-	-	3.2	3%
Total*	**103.6**	**100%**	**98.0**	**100%**

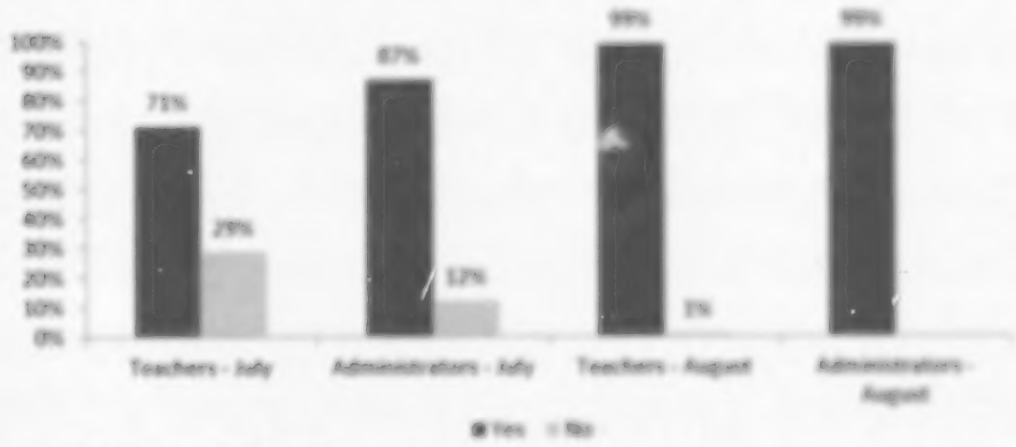
* Numbers may not add up due to rounding.

SECTION 4. FINDINGS: SUMMER TIME ALLOCATION SURVEY

Highlighted in this section are the key findings obtained from the Summer Allocation Survey, in which teachers and administrators reported the work-related activities they completed in July and August.

Teachers and administrators worked throughout the year. The majority of teachers and administrators, regardless of whether they had an additional work contract, worked in July (71% teachers; 87% administrators) and August (99% teachers; 99% administrators).

Figure 4.1: Proportion of Teachers/Administrators Working in the Summer



July Teachers n=2,770; DK/Ref n=31 (1%)
July Administrators n=292; DK/Ref n=2 (1%)
August Teachers n=2,884; DK/Ref n=9 (1%)
August Administrators n=339; DK/Ref n=1 (<1%)

Only a minority of teachers and administrators completed work activities in the summer months as a result of an additional contract. Among teachers, 11% worked in July as a result of an additional contract, and 5% worked in August. In both July and August, 9% of administrators completed work activities as a result of an additional contract.

Table 4.1 shows the average number of hours worked over the summer by teachers and administrators who did not have an additional contract. During both months, administrators worked more hours on average than teachers. The number of hours worked increased in August for both teachers and administrators.

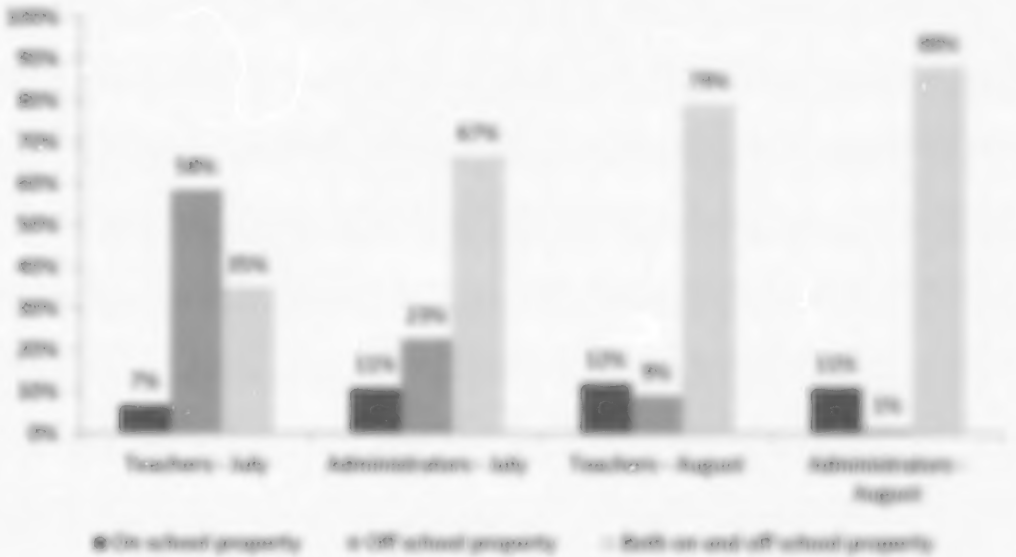
Table 4.1: Average Monthly Summer Hours

Participant Type	July	August
Teachers	38.6	55.9
Administrators	52.3	88.3

July Teachers n=(214); additional contract (yes) n=(11); additional contract (don't know/no response) n=7; missing n=38
July Administrators n=(39); additional contract (yes) n=(3); additional contract (don't know/no response) n=0; missing n=36
August Teachers n=(192); additional contract (yes) n=(9); additional contract (don't know/no response) n=(1); missing n=49
August Administrators n=(24); additional contract (yes) n=(1); additional contract (don't know/no response) n=0; missing n=51

In both months, teachers/administrators were working both on and off school property. In July, however, teachers/administrators were more likely to have worked only off school property, compared to in August.

Figure 4.2: Place of Work Completion in the Summer (among those that worked in the summer)



July Teachers n=(164); (N/AR n=4 (2%))
July Administrators n=(31); (N/AR n=4)
August Teachers n=(140); (N/AR n=42(%))
August Administrators n=(21); (N/AR n=3)

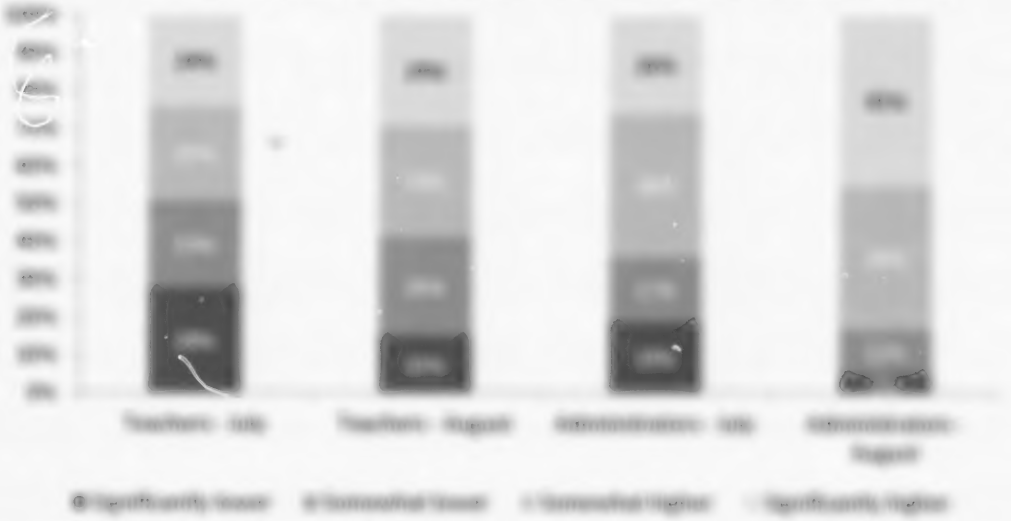
6.1 Findings for Teachers/ Administrators that Worked in the Summer

Figures 6.1 to 6.6 report the findings for teachers and administrators that worked in the summer. Those that did not work are excluded.

The majority of teachers (63% July, 73% August) and administrators (63% July, 69% August) indicated that the amount of work they completed in July or August of 2018 was comparable to the same month in previous years.

Among those (n=627 July, 452 August) whose work hours were not comparable in the summer of 2018, approximately one-half of the teachers worked a somewhat or significantly higher number of hours. Most administrators worked somewhat or significantly higher hours in both July (64%) and August (63%).

Figure 6.6: Hours Worked in July and August 2018 Compared to Previous Years (among those that worked in the summer and had a change in work hours)



July Teachers (n=629, 95/95 CI= ±1.2%)
July Administrators (n=91, 95/95 CI ±)
August Teachers (n=456, 95/95 CI= ±1.5%)
August Administrators (n=92, 95/95 CI ±)

Reasons teachers and administrators most commonly gave for working more hours in July and August included:

- Changing schools or classrooms (24% July, 46% August);
- Changing positions or roles (23% July, 33% August);
- Increasing preparatory activities (21% July, 29% August);
- Engaging in professional development activities (15% July, 19% August);
- Staff turnover and mentoring (6% July, 4% August); and
- Conducting school/classroom maintenance (5% July, 7% August).

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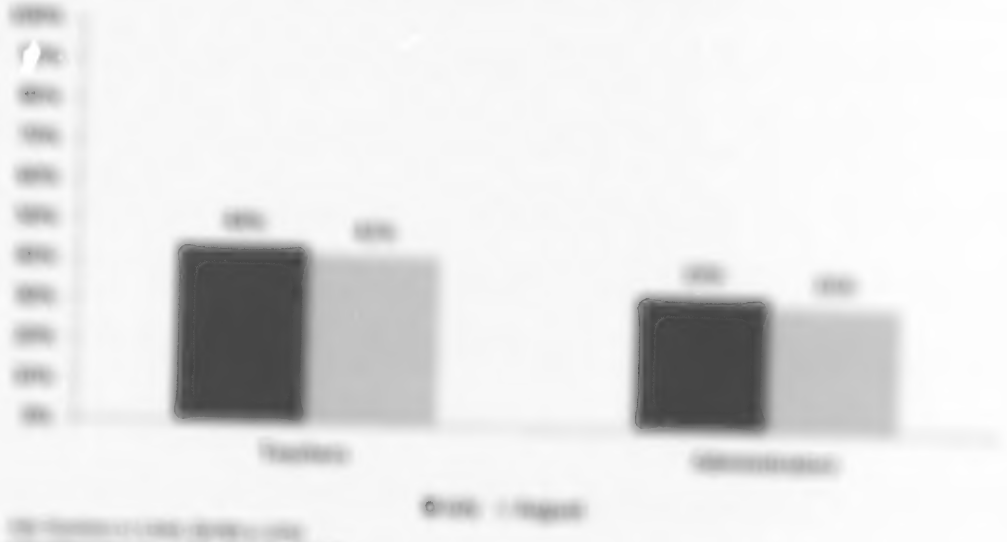
Teachers

[illegible]

[illegible] Table 4.1.1 [illegible] examines the differences in work activities between respondents who did or did not have an additional contract for external work. Among the overtime months of that work longest, overtime work commonly observed (68% and, 68% longest months) engaged/participated in work-like (74% and, 68% longest) for the upcoming school year. The case in one of those responses (with such additional or additional contract for external work). After overtime was the completion, of agreement administrative tasks, attendance at staff work committee meetings, and attendance at agency or professional development although all of these tasks are considered work engaged in longest. Across the overtime months of the (68% and longest) (74%, approved) [illegible] and not in their teachers' specific time meetings in a state school or, including their classroom duties in school.

In total, almost half of the teachers with an additional contract also conducted academic duties and communication with parents (84%). See Table 4.1.1 for a complete listing of the activities completed by teachers in the months of July and August.

Table 4.1.1: Teaching Activities and Hours Spent on Activities in July and August, Among Those Who Worked in the Summer

Activity	Had Additional Contract (July 1–31, 2015; August 1–31, 2015)		No Additional Contract (July 1–31, 2015; August 1–31, 2015)	
	Percentage	Average Hours	Percentage	Average Hours
Planning for the upcoming school year	July: 74% Aug: 68%	15.4 hours 18.9 hours	68% 68%	10.6 hours 11.1 hours
Preparing lessons/materials for the upcoming school year	July: 68% Aug: 68%	12.6 hours 21.3 hours	74% 68%	7.4 hours 16.8 hours
Research, administrative, counseling, supervisory, organizing, assessing, community, clinical, family, and other professional duties	July: 84% Aug: 47%	20.8 hours 15.1 hours	68% 68%	11.2 hours 10.8 hours
Staff and committee meetings, as well as other communication with colleagues	July: 68% Aug: 68%	7.8 hours 9.6 hours	47% 47%	5.3 hours 6.8 hours
Professional development group activities (e.g., conferences)	July: 47% Aug: 68%	35.1 hours 4.2 hours	0% 68%	40.7 hours 10.3 hours
Personal professional development activities (e.g., reflection and hands-on professional growth time)	July: 68% Aug: 47%	7.5 hours 9.8 hours	68% 68%	5.8 hours, 5 7.4 hours, 7
Communicating with parents/guardians	July: 84% Aug: 47%	5.1 hours 4.8 hours	47% 68%	3.4 hours 3.7 hours
Meeting others in classrooms	July: 68% Aug: 68%	3.9 hours 5.6 hours	68% 47%	2.8 hours 3.1 hours
School visits / communications with other	July: 47%	2.3 hours	0%	1.9 hours

[illegible] Percentage based on monthly attrition among full-contract cases.

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Activity	Had Additional Contract (July n=23; August n=12)		No Additional Contract (July n=230; August n=125)	
	Percentage	Average Hours	Percentage	Average Hours
Staff and committee meetings	July - 30%	2.4 hours	7%	7.4 hours
	Aug - 63%	8.3 hours	91%	7.6 hours
Non-school related professional meetings (Alberta Teachers' Association, district, and/or Alberta Education sponsored meetings)	July - 4%	2.0 hours	5%	10.4 hours
	Aug - 8%	6.0 hours	13%	13.5 hours
Supervising students in school-sponsored extra-curricular activities	July - 0%	0.0 hours	3%	42.5 hours
	Aug - 0%	0.0 hours	5%	6.5 hours
Managing summer school activities	July - 48%	41.9 hours	2%	3.6 hours
	Aug - 13%	19.3 hours	4%	6.6 hours
Other	July - 9%	25.0 hours	12%	7.3 hours
	Aug - 8%	12.0 hours	12%	7.9 hours

SECTION 5. FINDINGS: WORKPLACE EXPERIENCE SURVEY

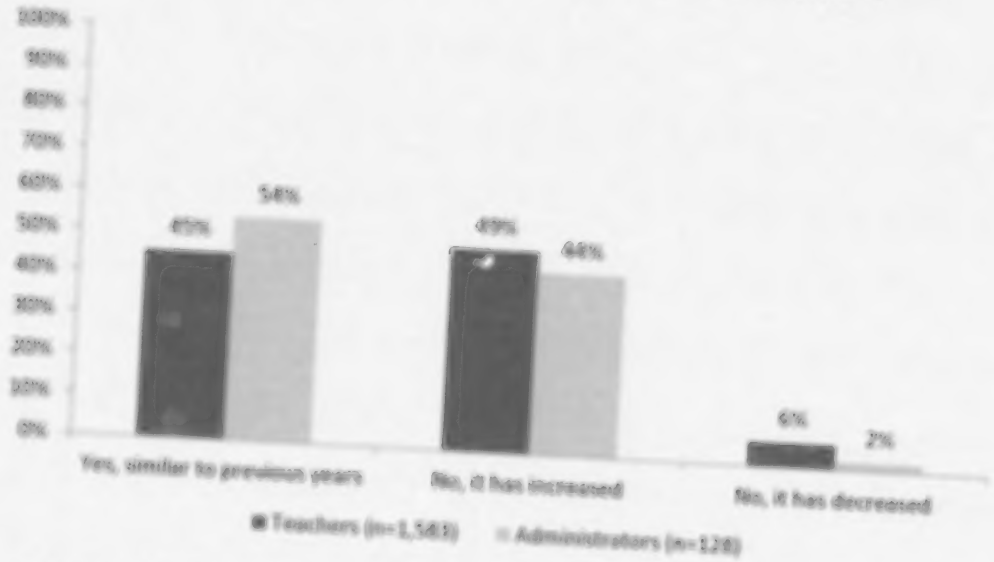
This section describes the key findings associated with the Workplace Experience Survey in which teachers, administrators, and central office staff described their opinions regarding their work, their perceptions of changes in their workload, and the factors that contributed to satisfaction and dissatisfaction with their work.

5.1 Teacher and Administrator Findings

5.1.1 *Hours Worked Outside of School Hours*

Approximately one-half of the administrators (54%) and slightly less than one-half of the teachers (45%) indicated that the amount of time they performed school work outside of regular hours in 2014/15 was comparable to previous years. Most of the remaining teachers and administrators indicated that hours outside of school hours increased.

Figure 5.1: Comparability of Time Worked Outside of School Hours



Teachers DK/NR n=9 (1%)
Administrators DK/NR n=3 (3%)

5.1.2 Work Environment

Teachers reported that they were completing a large number of microtasks (tasks performed during the progress of other activities which take a small amount of time) during the teaching day. Microtasks commonly included sending emails or texts, and interacting with colleagues in-person (see Table 5.1a). Cumulatively in a day, study participants estimated that work-related microtasks took up an average of 59.29 minutes for teachers and 136.38 minutes for administrators (see Table 5.1b).

Table 5.1a: Work-Related Microtasks Completed Within a Workday

	Teachers	Administrators
Sending emails/texts	93%	99%
Interacting with colleagues in-person	90%	96%
Addressing teaching materials or equipment issues	83%	77%
Answering telephone calls	59%	84%
Making telephone calls	58%	90%
Interacting with students/parents in person	16%	20%
Collecting fees/fundraising	2%	0%
Completing forms	1%	0%
Other	<1%	0%
None	<1%	0%

Teachers n=1,583; DK/NR n=7 (<1%)
Administrators n=128; DK/NR n=0

Both teachers and administrators agreed (agreed and strongly agreed) that these microtasks:

- Interrupted their work-related performance (76% teachers; 71% administrators); and
- Contributed to work-related stress (81% teachers; 64% administrators).

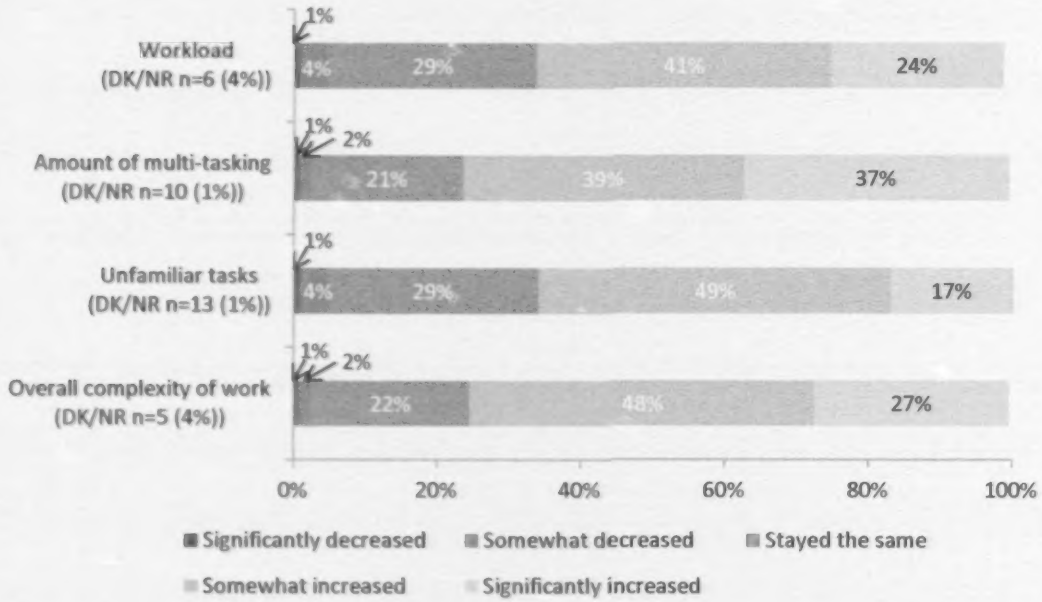
Table 5.1b: Time Spent on Work Related Microtasks

	Teachers	Administrators
Average time spent (Mean)	59.29 min	136.38 min
Range of time spent	5 – 360 min	20 – 400 min

Teachers n=1,583
Administrators n=128

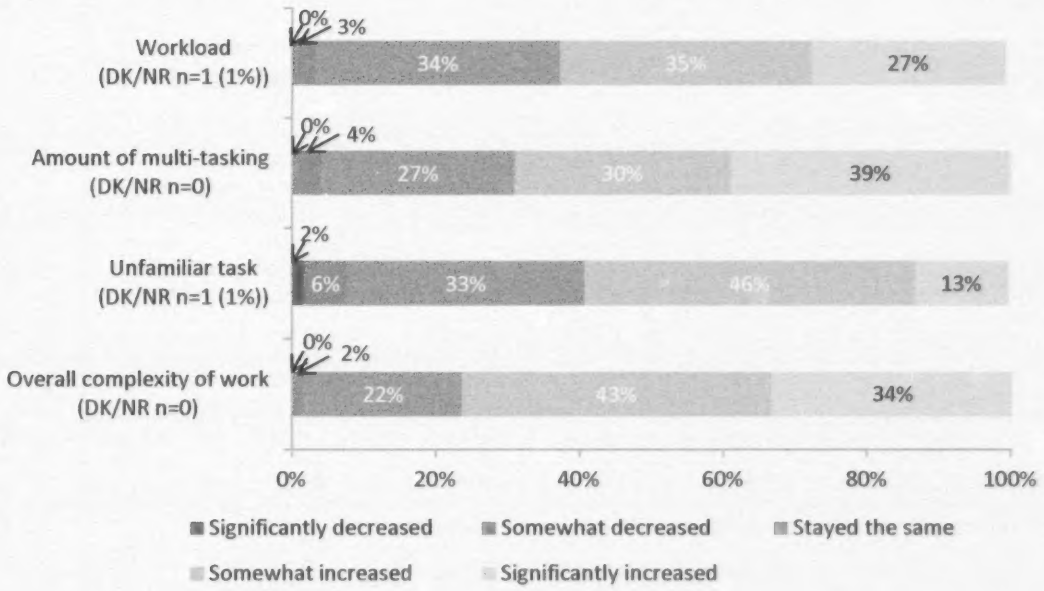
Compared to last year, the majority of both teachers and administrators felt that there had been an increase in workload (65% teachers; 62% administrators), multi-tasking (76% teachers; 69% administrators), unfamiliar tasks (66% teachers; 59% administrators), and an increase in the overall complexity of their work (75% teachers; 77% administrators) (see Figures 5.2a and 5.2b).

Figure 5.2a: Teachers - Year Over Change in...



Teachers n=1,583
Did not teach n=8 (1%)

Figure 5.2b: Administrators - Year Over Change in...



Administrators n=128

Factors contributing to the increase in workload and work complexity most commonly cited by both teachers and administrators included increased enrollment of high-needs students and changes in the scope of their work. Approximately one-third of teachers (37%) and administrators (29%) noted that a decrease in the number of support staff had increased their workload. Student or teaching support staff, such as teaching assistants, were most commonly selected as the category of support staff no longer available by both teachers and administrators. Administrators also indicated that fewer administrative staff were available. Administrators more commonly felt that an increase in student or parent/family expectations also contributed to the increased workload. Only those teachers (n=1,296) and administrators (n=102) who said their workload had increased were asked to indicate what led to the increase.

Table 5.2: Factors Contributing to Increased Workload and Work Complexity

	Teachers	Administrators
Increased enrollment of high-needs students	68%	67%
Changes in scope of work	61%	64%
Increased student/parent/family expectations	44%	61%
Technology or software not working as designed or outdated	40%	30%
Loss of support staff		
Student or teaching support staff – teaching assistants (92% teachers; 80% administrators) Administrative staff (11% teachers; 27% administrators) Technical staff (18% teachers; 17% administrators) Other staff (0% teachers; 3% administrators)	37%	29%
Loss of teaching staff	17%	24%
New technology	4%	2%
Increased administrative responsibilities	4%	1%
Increased expectations from administration/board	4%	4%
Increased class sizes	3%	3%
Training/mentoring responsibilities	1%	1%
Increased professional development activities	1%	0%
Other	1%	2%

Teachers n=1,296; DK/NR n=4 (<1%)
Administrators n=145; DK/NR n=0

The factor that contributed to a decrease in workload and work complexity most commonly cited by both teachers and administrators was the reduced scope of work (see Table 5.3). Only those teachers (n=93) and administrators (n=5) who said their workload had decreased were asked to indicate what led to the decrease.

Table 5.3: Factors Contributing to Decreased Workload and Work Complexity

	Teachers	Administrators
Reduced scope of work	42%	20%
Consistency in role/expectations	23%	20%
Reallocation of work activities	20%	20%
Improved professional development opportunities	13%	0%
Increased support staff	8%	20%
Decreased student/parent/family expectations	5%	0%
Increased teaching staff	4%	20%
Smaller class sizes	4%	0%
Improved software or other technology	2%	20%
None	7%	0%

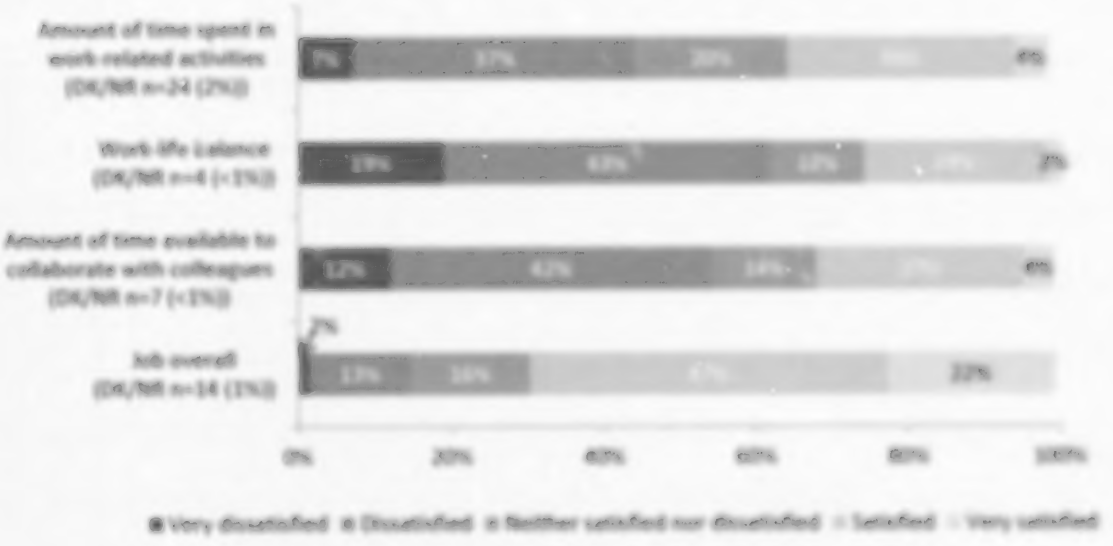
Teachers n=93; DK/NR n=2 (2%)
Administrators n=5; DK/NR n=0

5.1.3 Work Satisfaction

Overall, the majority of teachers (69%) and administrators (81%) were satisfied with their jobs. However, fewer teachers and administrators were satisfied with the (see Figures 5.3a and 5.3b):

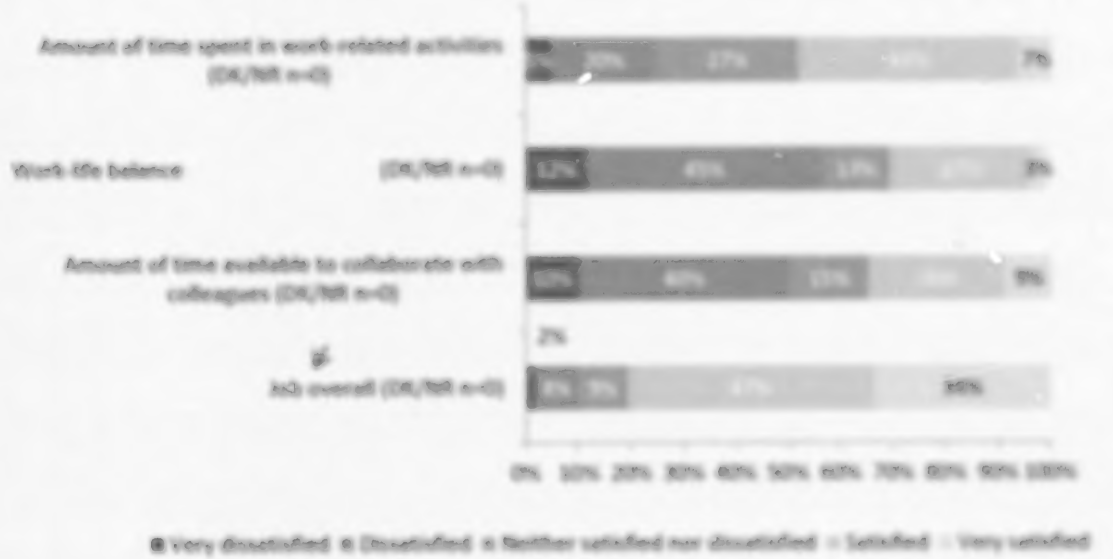
- Amount of time they spent on work-related activities (34% teachers; 49% administrators);
- Amount of time they had to collaborate with colleagues (31% teachers; 35% administrators); and
- Work-life balance (26% teachers; 30% administrators).

Figure 5.3a: Teacher Satisfaction With...



n=1,163

Figure 5.3b: Administrator Satisfaction With...



n=126

The factors that most commonly contributed to teachers' and administrators' dissatisfaction were workload, followed by perceived value of the work they do, working hours, and social or family demands (see Table 5.4).

Table 5.4: Factors Contributing to Dissatisfaction with Job Overall

	Teachers	Administrators
Workload	51%	56%
Perceived value of work	70%	58%
Working hours	49%	67%
Social or family demands	42%	33%
Working relationships	12%	14%
Flexible working hours	29%	17%
Professional development opportunities	26%	4%
Advancement opportunities	19%	17%
Performance evaluation methods	14%	17%
Job security	7%	8%
Other	36%	17%

Teachers: n=470, 38,500 x = 2.1%
Administrators: n=24, 38,500 x=0

The factors that most commonly contributed to teachers' and administrators' satisfaction were working relationships, perceived value of work, job security and professional development (see Table 5.5).

Table 5.5: Factors Contributing to Satisfaction with Job Overall

	Teachers	Administrators
Working relationships	89%	95%
Perceived value of work	69%	75%
Job security	66%	48%
Professional development opportunities	44%	59%
Working hours	32%	19%
Social or family demands	21%	19%
Workload	20%	19%
Flexible working hours	14%	9%
Advancement opportunities	12%	19%
Performance evaluation methods	8%	4%
Other	11%	15%

Teachers: n=1,041, 38,500 x= 1.1%
Administrators: n=24, 38,500 x=0

Generally, teachers (94%) and administrators (74%) agreed that workload caused them stress. However, they also noted that their work time was well spent (94% teachers, 79% administrators)(see Figure 5-4).

Figure 5-4: Work Stress and Time Well Spent

Teachers n=1,001
Administrators n=126

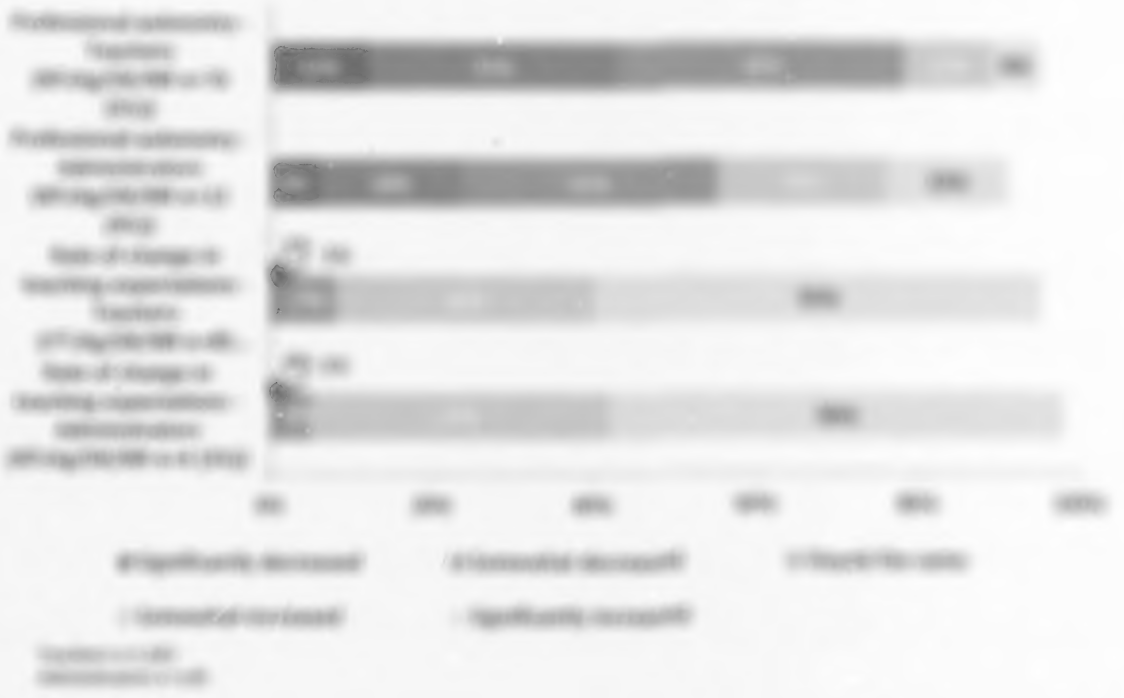


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Table 5.12 – [redacted]

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Table 5.13 – [redacted]

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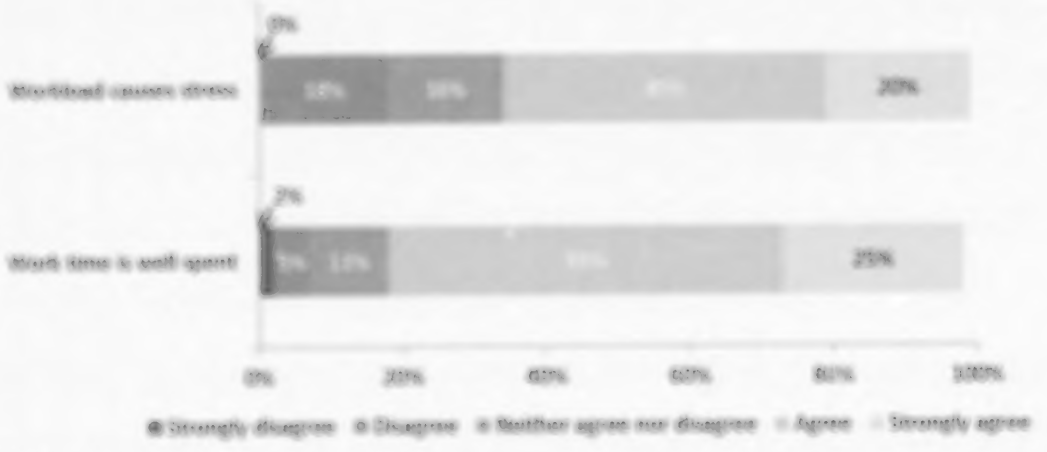
Most (65%) central office staff felt that their workload caused them stress. Despite the stress, central office staff (80%) believed that their work time was well spent.

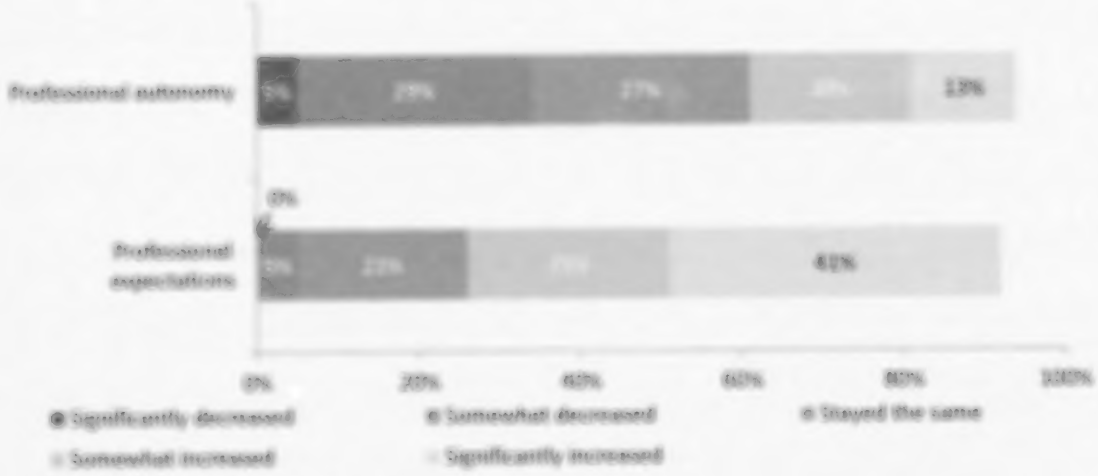
Figure 5.7: Factors Impacting Work Stress and Satisfaction



n=104, DK/RF n=1

Thinking about the past five years, central office staff indicated that the rate of change in their professional expectations has generally increased (64%). Central office staff were split between those that believed that their professional autonomy had decreased (34%), stayed the same (27%), and had increased (33%).

Figure 5.8: Change in Professional Expectations and Professional Autonomy



n=104, Not working 5 years n=1, DK/RF n=1 (1%)

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Program Evaluation & Market Research

SECTION 6. FINDINGS: CENTRAL OFFICE STAFF SURVEY

The following section highlights key findings from the Central Office Staff Survey. As previously mentioned, central office staff completed two surveys, in November (Survey 1) and May (Survey 2), about their work activities.

6.1.1 Hours Worked

The majority of the central office staff who completed Central Office Staff Survey 1 (88%) and Survey 2 (89%) worked full time. Most (Survey 1 - 93%; Survey 2 - 93%) also worked outside of the regular working hours. On average, central office staff were spending 8.5 hours working during the regular day, and anywhere from 9.4 to 10.5 hours working outside of regular hours per week.

Table 6.1: Hours Worked Daily and Outside of Regular Working Hours for Central Office Staff

	Regular Working Hours (Daily)		Working Hours Outside of Regular Hours (Weekly)	
	Survey 1	Survey 2	Survey 1	Survey 2
Average time spent (Mean)	8.5 hours	8.5 hours	10.5 hours	9.4 hours
Median	8.5 hours	8.5 hours	10 hours	10 hours
Range of time spent	3.5 - 13 hours	3.5 - 12 hours	1 - 20 hours	1 - 20 hours

Survey 1 n=179
Survey 2 n=152

When central office staff worked outside of regular work hours, they most commonly did so in the evenings, followed by the weekends. Few of the central office staff had a provision for taking time off in lieu of working outside their regular working day (Survey 1 - 21%; Survey2 - 13%). Among those who had the provision, one-half to two-thirds made use of the provision (Survey 1 - 76%; Survey2 - 57%). Less than one-half of the central office staff took lunch or coffee breaks during a typical working day (Survey 1 45%; Survey 2 43%).

Table 6.2: Work Outside of Regular Schedule

	Survey 1	Survey 2
In the morning before the regular work day	43%	54%
In the evenings after the regular work day	95%	98%
On the weekends	79%	87%

Survey 1 n=179
Survey 2 n=152

A high proportion of central office staff were spending their work days working with teachers, and developing and assessing or selecting curriculum materials/PD workshops or delivering workshops. Administrative tasks also took up much of central office staff's time during a week, with a high proportion indicating they were spending time responding to/writing emails, communicating with colleagues, and administration/record keeping. Staff were engaged in similar activities across the two phases of the survey and at the same intensity level (see Table 6.3).

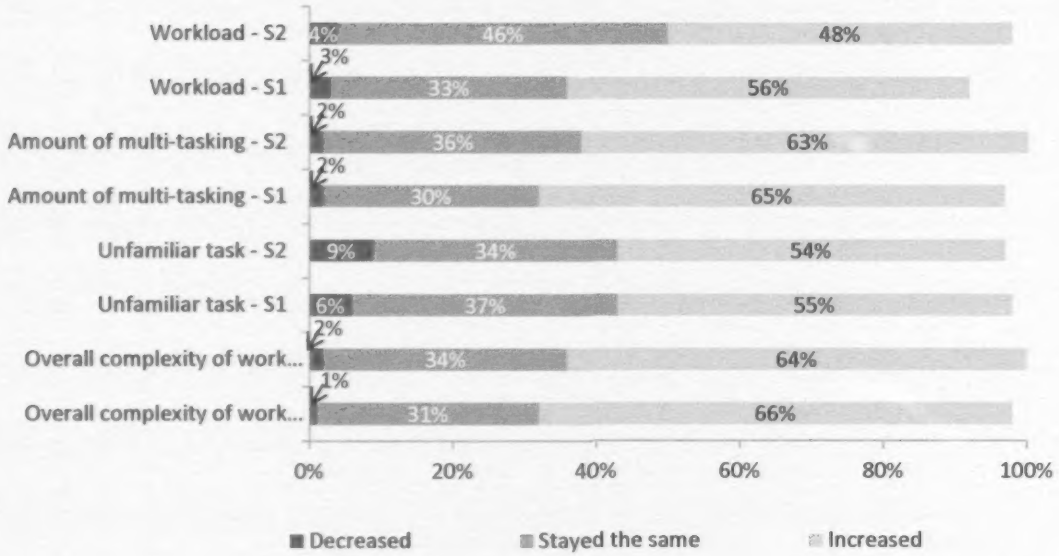
Table 6.3: Central Office Staff Activities and Hours Spent During One Week

Activity	Survey 1		Survey 2	
	Percentage of Staff Working on Task	Average Hours Spent	Percentage of Staff Working on Task	Average Hours Spent
Responding to and writing emails	98%	4.8 hours	96%	5.9 hours
Developing, assessing, selecting curriculum materials and PD workshops and delivering workshops, and planning	88%	7.2 hours	80%	6.3 hours
Working with teachers (coaching, evaluating, supervision, staffing)	87%	8.7 hours	88%	6.7 hours
Communication with colleagues/coworkers and/or online information distribution	84%	4.0 hours	88%	3.9 hours
Lunch and breaks	83%	2.4 hours	80%	2.0 hours
General administration and record keeping	80%	3.1 hours	80%	2.5 hours
Meetings with committees, board, parents, teachers, etc.	79%	3.3 hours	68%	3.6 hours
Personal professional development (reading, attending conferences and courses)	78%	2.3 hours	71%	2.0 hours
Student support (assessment, evaluation, placements, etc.)	74%	7.5 hours	66%	9.9 hours
Communicating with clients in-person or by telephone	66%	3.1 hours	79%	3.8 hours
Travelling during work hours	54%	3.9 hours	61%	4.6 hours
In-school events and extracurricular activities	53%	3.2 hours	50%	4.8 hours
Technical support and maintenance	45%	2.2 hours	39%	1.6 hours
Finances, planning and reporting	41%	2.7 hours	41%	3.0 hours
Budgeting and resource management	39%	2.2 hours	55%	2.6 hours
Instruction	20%	27.4 hours	16%	31.2 hours
Other	4%	9.2 hours	2%	21.2 hours

Survey 1 n=129
Survey 2 n=52

Most central office staff indicated that, compared to last year, the overall complexity of their work and the amount of multi-tasking they were required to complete has increased. Approximately half of the respondents also felt that the number of unfamiliar tasks and their overall workload had increased (see Figure 6.1). Findings were similar when central office staff were surveyed in November and May.

Figure 6.1: Central Office Staff – Year Over Change in...



Workload S2 DK/NR n=1 (2%); S1 n=11 (8%)
Multi-tasking S2 DK/NR n=0; S1 n=4 (3%)
Unfamiliar tasks S2 DK/NR n=2 (4%); S1 n=3 (2%)
Complexity S2 DK/NR n=0; S1 n=3 (2%)

Increases in workload and work complexity were attributed to higher work demands, as were increased enrollment of high-needs students, and requests or pressure from the school district/authority or board management. Across the two survey periods, factors that contributed the most to increased workload remained relatively constant, with the exception of loss of support from coworkers and deterioration of working relationships, which were higher in the second survey period.

Table 6.4: Factors Contributing to an Increase in Workload or Work Complexity for Central Office Staff

	Survey 1	Survey 2
Increase in work related demands (higher workload)	71%	76%
Increased enrollment of high-needs students	54%	56%
Further requests or pressure from school district/authority/board management	48%	46%
Further requests or pressure from school administrators	47%	39%
Technology or software not working as designed	34%	29%
Increased student/parent/family expectations	30%	32%
Loss of staff	26%	29%
Decreased control over work (e.g., decision making, hours, processes and the work environment)	24%	32%
Increased social or family demand	18%	17%
Increased external agency expectations	16%	7%
Decreased recognition for performance	13%	17%
Fewer/lower quality professional development	12%	15%
Negative change in work hours	12%	7%
Decreased satisfaction with value of work	7%	10%
Deterioration of working relationships	4%	15%
Decreased job security	4%	7%
Loss of support from coworkers	3%	12%
Negative change in performance	2%	2%
Other	18%	15%

Survey 1 n=103
Survey 2 n=41

Few central office staff reported a decrease in workload or work complexity compared to the previous year, across either Survey 1 (n=5) or Survey 2 (n=3). Workload most commonly decreased as a result of a reallocation of work activities or flexibility in working hours.

Table 6.5: Factors Contributing to a Decrease in Workload or Work Complexity for Central Office Staff

	Survey 1	Survey 2
Reallocation of work activities	20%	0%
Increased staff/support	20%	33%
Improved working relationships	20%	0%
Increased job security	20%	33%
Improved software or other technology	0%	33%
Increased recognition of performance	0%	33%
Increased flexibility in working hours	0%	67%
Increased control over work	0%	33%
Increased satisfaction with value of work	0%	33%
Other	80%	0%
None	0%	33%

Survey 1 n=5; Survey 2 n=3

6.1.2 Work in Summer Months

Only 19% (n=26) of central office staff worked under a contract that included summer months. Of those without a contract (81%), the majority (81%) worked in the summer. The remaining 19% did not work in the summer. Those that worked commonly:

- Completed research for the upcoming year (80%);
- Responded to work-related emails (64%);
- Completed professional development activities and conferences (53%); and
- Attended meetings with colleagues and/or clients (25%).

Compared to the rest of the year, central office staff's workload either stayed the same (45%) or decreased (36%) in the summer. Few (9%) indicated their workload increased, and 9% could not answer the question.

SECTION 7. CONCLUSIONS

The Alberta Teacher Workload Study was ambitious in scope and magnitude. It was the first Canadian study to measure teacher and administrator work activities in real time, rather than through recollections, and to do so for an entire year with a sample of teachers and administrators across a province. The completion of the study was possible only through the time and energy invested by the Research Advisory Committee, and the considerable number of teacher, administrator, and central office staff participants.

In the summer months, teachers and administrators generally spent their time planning and preparing for the upcoming school year. The amount of time that teachers worked in the summer increased in August as the school year approached.

During the school year teachers and administrators were working over 40 hours per week, even when accounting for teachers/administrators who did not work due to sick days or holidays; with administrators tending to work longer hours than teachers. Thus, teachers worked on average 44.2 hours a week and administrators 46.2 hours a week.

Between September and June, teachers and administrators worked approximately 2,000 hours (teachers: 1,943.9 hours; administrators: 2,032.1 hours These hours include a considerable number of hours (457.56 hours teachers; 515.0 hours administrators) outside regular school hours (mornings, evenings and weekends). The number of hours worked varied across the months with teachers and administrators generally working longer hours in September, October and March. During the week, they worked longer hours on Tuesday through Thursday.

During school hours (8:00 am and 4:30 pm weekdays) teachers are spend majority (59%) of their time in the classroom instructing and supervising students. This means that other responsibilities associated with teaching, such as grading/assessment and planning/preparing for classes, form the majority of activities completed outside of the regular school hours.

Administrators were engaged in a variety of tasks, including administration and professional development and meetings, during and outside of regular school hours. They also spent a considerable proportion of the school day working with students.

Teachers frequently reported increasingly complex workloads. Teachers attributed increases in workload and complexity to changes in their scope of work, increased enrolment of high-needs students, and increased family expectations. Meanwhile, the number of support staff has decreased in the schools, particularly teaching support staff.

Compared to last year, many teachers and administrators also reported they had higher workloads and more difficult work. The higher workload was accompanied by complexity and unfamiliar tasks and multi-tasking. Teachers (59 minutes) and administrators (136 minutes) spent up to an hour and half on microtasks, such as answering emails, daily. These micro-tasks were completed concurrently with other core work activities.

Overall, teacher and administrator workload was causing stress and low satisfaction with their work-life

balance. As well, microtasks were disruptive and contributed to workplace stress. Despite these challenges, there was a high level of job satisfaction among teachers (69%) and administrators (81%).

Central Office Staff

Retrospectively, central office staff reported that they spent their work time supporting teachers and in communication activities. Central office staff worked an average of 9.4 to 10.5 hours working outside of their regular schedule per week. This work was primarily completed on the evenings and weekends.

As with teachers and administrators, central office staff reported that their workloads were becoming larger and more complex. They also attributed this to increased enrolment of high-needs students and higher expectations or demands.

Although central office staff also contributed much of their work day to microtasks (84 minutes on average), such as sending emails and interacting with colleagues, fewer found them interruptive or stressful.